

VISIT...

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INTERACTIVE

Read and Write

COURSE 1

The **McGraw-Hill** Companies



Glencoe

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Why Use This Book?

Read for Fun and Read to Learn!

The notes and features of *Read and Write* will help you read and understand each literature and nonfiction selection. As you use these notes and features, you practice the skills and strategies that good readers use when they read.

Before You Read

Connect

Before you read, think about your own experiences. Share your knowledge and opinions.

Literary Elements and Reading Skills

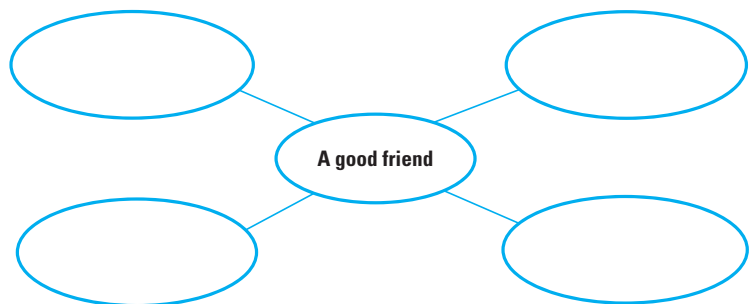
Literary elements help you to learn important features of literature. Reading skills help you develop good strategies to understand what you read.

Before You Read

Amigo Brothers

Connect to the Short Story

Think about your best friend. What makes that person such a good friend? Complete the web with qualities you think are important in a friend.



Literary Element Plot

Plot is the order of events in a story. Most plots include **conflict**, which is a struggle between two people, feelings, or forces. Conflict can be internal or external.

- **Internal conflict** is something you worry about on the inside, such as when you have to make a decision.
- **External conflict** is a problem you have with other people or forces, such as when you have to take cover from a bad storm. Conflict is important because it keeps the plot moving. It makes stories interesting because you want to find out who or what will win the struggle.

Reading Strategy Connect to Personal Experience

When you **connect to personal experience**, you stop and think about what you have read. You connect to what you read by asking yourself

- who does the character remind me of?
- when has something like this happened to me?
- how did I feel at the time?

Selection and Content Vocabulary

Learning new vocabulary helps prepare you to read.

Selection Vocabulary Practice saying the words with a partner.

devastating (dev' əs tā' ing) *adj.* causing a lot of injury or destruction

The **devastating** hurricane destroyed his house.

> Cognate (Spanish) **devastador(a)**

wary (wār' ē) *adj.* careful or watchful

The mail carrier was **wary** of the large, barking dog.

perpetual (pər pəch' ōō əl) *adj.* never-ending or lasting forever

The noise of traffic is a **perpetual** sound in a big city.

> Cognate (Spanish) **perpetuo(a)**

improvised (im' prə vīzəd') *v.* made or performed without preparing ahead of time
We **improvised** by holding big plastic bags over our heads when it started to rain.

> Cognate (Spanish) **improvisado(a)**

evading (i vād' ing) *v.* keeping away from or escaping from

I cannot catch the mouse because it keeps **evading** me.

> Cognate (Spanish) **evadir**

Content Vocabulary

lean (lēn) *adj.* thin
Ali exercises often because he wants to be **lean** and strong.



champion (cham' pē ən) *n.* the person who wins first prize
Raúl was the **champion** of the soccer team.



muscular (mus' kyə lər) *adj.* having well-formed muscles, or strong
Jaime lifts weights to become **muscular**.



ashamed (ə shāmd') *adj.* feeling embarrassed or uncomfortable
The girl felt **ashamed**. She forgot her homework at home.



confident (kon' fə dānt) *adj.* being sure of oneself
Maria is **confident** that she will save enough money to buy a bicycle.



victory (vik' tar ē) *n.* the defeat of an enemy or opponent
The soccer game ended in a **victory** for our school.

> Cognate (Spanish) **victoria**



briskly (brisk' lē) *adv.* in a quick and energetic way
The excited group of students walked **briskly** to the bus.



charging (chärj' ing) *v.* moving forward to attack
I could not catch my dog. It was **charging** after a rabbit.



For more practice, see page 242.

Read, Respond, Interact

Notes support you as you read. Interact with and respond to the text by answering questions and reading information.

During Reading

Amigo Brothers

lean (lĕn) *adj.* thin



champion (cham' pĕ ən) *n.*
the person who wins first prize



Background Information

Lightweight Boxers are put in categories based on their weights. A boxer in the lightweight category weighs between 130 and 135 pounds.

To Sum Up

- Felix and Antonio are best friends.
- Both boys want to be boxing champions.

Antonio Cruz and Felix Varga were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the lower east side of Manhattan in the same tenement¹ building on Fifth Street between Avenue A and Avenue B.

Antonio was fair, lean and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.

Each youngster had a dream of someday becoming lightweight champion of the world. Every chance they had the boys worked out, sometimes at the Boy's Club on 10th Street and Avenue A and sometimes at the pro's gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads.

While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.

Between them, they had a collection of *Fight* magazines second to none, plus a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws² or losses.

Each had fought many bouts representing their community and had won two gold-plated medals plus a

1. A **tenement** is a kind of apartment building.
2. A **knockout** is when a boxer falls to the ground and does not stand up within a certain amount of time. A **technical knockout** is when a boxer is injured or confused and unable to continue the fight. A **draw** is when a fight is so close that neither boxer can be called the winner.

Questions about **Literary Element** allow you to practice this feature.

Content Vocabulary appears next to the words in the text.

Amigo Brothers



boxing ring

silver and bronze medallion. The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,³ it had always been hot and heavy.

Now, after a series of elimination bouts,⁴ they had been informed that they were to meet each other in the division finals that were scheduled for the seventh of August, two weeks away—the winner to represent the Boys Club in the Golden Gloves Championship Tournament.

The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.

One morning less than a week before their bout, they met as usual for their daily workout. They fooled around with a few jabs at the air, slapped skin, and then took off, running lightly along the dirty East River's edge.

Antonio glanced at Felix who kept his eyes purposely straight ahead, pausing from time to time to do some fancy leg work while throwing one-two's followed by upper cuts to an imaginary jaw. Antonio then beat the air with a barrage of body blows and short devastating lefts with an overhand jaw-breaking right.

After a mile or so, Felix puffed and said, "Let's stop a while, bro. I think we both got something to say to each other."

Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two

muscular (mus' kyā lār) *adj.*
having well-formed muscles, or strong



Literary Element

Plot Antonio and Felix must fight each other. What type of conflict is this? Check the correct answer.

☐ internal
☐ external
☐ neither

To Sum Up

- The boys have different boxing styles.
- The boys must compete against each other.

Vocabulary

devastating (dev' as tāt' ing) *adj.* causing a lot of injury or destruction

3. **Sparring sessions** are practice fights.
4. **Elimination bouts** are fights in a tournament; the winners advance to fight again, but the losers are taken out of competition.

To Sum Up boxes summarize each page.

Background Information gives you extra facts about the text.

Selection Vocabulary appears on the same page as the new word.

Amigo Brothers

the courage of a tug boat pulling a barge five times its welterweight¹⁰ size.

"It's fair, Tony. When we get into the ring, it's gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don'tcha?"

"Sí, I know," Tony smiled. "No pulling punches. We go all the way."

"Yeah, that's right. Listen, Tony. Don't you think it's a good idea if we don't see each other until the day of the fight? I'm going to stay with my Aunt Lucy in the Bronx. I can use Gleason's Gym for working out. My manager says he got some sparring partners with more or less your style."

Tony scratched his nose pensively.¹¹ "Yeah, it would be better for our heads." He held out his hand, palm upward.

"Deal?"

"Deal." Felix lightly slapped open skin.

"Ready for some more running?" Tony asked lamely.

"Naw, bro. Let's cut it here. You go on. I kinda like to get

90

Follow along as your teacher leads you in a shared reading.

Comprehension Check

Reread the boxed text. Underline what the boys promise each other.

A **deal** is an agreement. The boys agree to stay apart until the fight.

100

10. A **welterweight** boxer weighs between 141 and 147 pounds.

11. **Pensively** means "in a thoughtful or sad way."

REFLECT

Connect to Personal Experience

Think about a time when you competed against a friend. How did you feel about it?

PARTNERS

Talk about your answer with a partner.

Amigo Brothers 7

To Sum Up

Felix and Antonio decide that they must fight each other fairly.

Respond to **Comprehension Check** to see how well you understand the text.

Definitions of idioms or interesting expressions help you to understand what you read.

Footnotes define terms in the text.

Reflect boxes give you a chance to practice the Reading Strategy.

You can respond to and interact with nonfiction text on a special **Note Taking** page.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____ because _____.

2. One word that I didn't know on this page is _____. It means _____.

3. One thing I read on this page that I already knew is _____.

4. One thing I learned on this page that I didn't know is _____.

5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Show What You Know

After reading activities help you focus your understanding of the text. Here, you apply the skills and strategies you practiced during reading.

After Reading

After You Read

Amigo Brothers

Vocabulary Check

A. Circle the picture that best answers the question.

- Which dog is **lean**?



- Which person looks **confident**?



- Who is **charging**?



- Which person looks **ashamed**?




B. Choose the sentence that is the best example of the vocabulary word.

- muscular**
 - someone who lifts weights a lot
 - someone who doesn't exercise
- devastating**
 - The tornado destroyed our house.
 - I finished my homework.
- victory**
 - The team won the game.
 - The team lost the game.
- briskly**
 - how you walk when you are tired
 - how you walk when you want to move quickly
- perpetual**
 - Sometimes my friend is happy.
 - My friend is always happy.

C. Read the vocabulary words. Think about what each word means in "Amigo Brothers." Circle the word that has almost the same meaning.

10. champion	winner	dreamer	failure	fighter
11. wary	careless	cautious	thoughtless	fast
12. evading	enjoying	facing	escaping	hitting
13. improvised	planned	messages	traditional	made up
14. perpetual	brief	long-lasting	finished	forgotten

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Vocabulary Check shows how well you learned the new vocabulary.

Check your understanding of the text in **Comprehension Check**.

After You Read

Amigo Brothers

Role Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Felix or Antonio and a reporter is interviewing you after the fight. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. Take turns being the interviewer and Antonio or Felix.

INTERVIEWER: What is your name?

ANTONIO/FELIX: My name is _____

INTERVIEWER: What do you look like?

What does your opponent look like?

ANTONIO/FELIX: I am _____

and _____ He is _____

and _____

INTERVIEWER: How long have you known your opponent?

ANTONIO/FELIX: I have known him since _____

INTERVIEWER: Why do you call him "amigo brother"?

ANTONIO/FELIX: I call him "amigo brother" because _____

INTERVIEWER: Describe what you did to prepare for the fight.

ANTONIO/FELIX: _____

INTERVIEWER: Did your friendship change before the fight? How?

ANTONIO/FELIX: _____

INTERVIEWER: Was it difficult to face your friend in the ring? Why or why not?

ANTONIO/FELIX: _____

INTERVIEWER: Who was the true champion of the fight? Explain.

ANTONIO/FELIX: _____

After You Read

Amigo Brothers

Comprehension Check

A. What happens in "Amigo Brothers"? Use the diagram to tell the events in order.

Beginning

Middle

End

B. Compare Antonio and Felix. How are they alike? How are they different?

Antonio

Both

Felix

C. Think about the story. Then complete the sentences.

The main characters in the story are _____ and _____.

Both characters have an internal conflict because _____.

Both characters have an external conflict. This conflict is _____.

The conflicts end when _____.

Fun activities allow you to speak, listen, read, and write.

Many other activities also appear in the back of your book!

6.10.C Explain how different organizational patterns develop the main idea and the author's viewpoint.



WHAT EXACTLY IS A HERO?

by T. A. Barron



Connect to the Essay

Who do you think of as a hero? What makes this person a hero?
Make a list of the things that make this person a hero.

My hero is _____.

A hero is

1. _____.
2. _____.
3. _____.

Literary Element Text Structure

Text structure is the order or pattern a writer uses to organize ideas. **Comparing and contrasting** is one way an author can organize a text. Comparing means telling how things are similar, or alike. Contrasting means telling how things are different.

Writers use signal words or phrases to let readers know they are comparing or contrasting.

- Signal words for comparing: *similarly, like, and also*
- Signal words and phrases for contrasting: *in contrast to, but, and however*

Reading Skill Determine Main Idea and Supporting Details

The **main idea** is the most important idea in a paragraph or passage. Sometimes the main idea is clearly written in a sentence. Sometimes an author leaves clues for a reader to help them find the main idea. **Supporting details** are ideas that tell more about the main idea. To find the main idea, ask yourself questions such as:

- What is each sentence or paragraph about?
- Are any sentences more important than the others?
- What idea do most of the sentences support?

Selection Vocabulary Practice saying the words with a partner.

essential (i sen' shəl) *adj.* basic

*Fruits and vegetables are an **essential** part of a healthy diet.*

► Cognate (Spanish) **esencial**

prominent (prom' ə nənt) *adj.* well-known or important

*The mayor is a **prominent** person in our town.*

economic (ek' ə nom' ik) *adj.* relating to money matters

*Roberto's **economic** problems ended when he got a new job.*

► Cognate (Spanish) **económico(a)**

prevail (pri vāl') *v.* to win

*Marta hoped she would **prevail** in the tennis match.*

conscious (kon' shəs) *adj.* done with purpose

*Indira made a **conscious** effort to be friendly to her new neighbor.*

► Cognate (Spanish) **conciente**

Content Vocabulary

hike (hīk) *n.* a walk for pleasure or exercise
*My family likes to **hike** in the forest.*



journey (jur' nē) *n.* the act of traveling; a trip
*We took a long **journey** from Chicago to Los Angeles.*



triumphs (trī' umfs) *n.* successes
*The team won all their games. They had many **triumphs**.*

► Cognate (Spanish) **triunfo**



qualities (kwol' ə tēz) *n.* a person's characteristics or basic nature
*Honesty and kindness are two **qualities** I look for in a friend.*

► Cognate (Spanish) **calidades**



celebrity (sə leb' rə tē) *n.* a famous person
*The **celebrity** signed many autographs.*

► Cognate (Spanish) **celebridad**

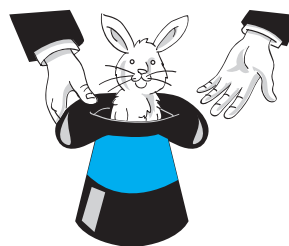


heroism (her' ō iz' əm) *n.* the state of being a hero
*Luke wrote about the **heroism** of a girl. She saved his life.*

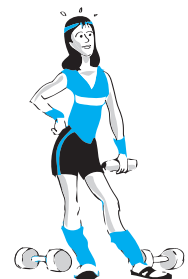
► Cognate (Spanish) **heroísmo**



revealed (ri vēld') *v.* made known or shown clearly
*The magician **revealed** that a rabbit was in his hat.*



primary (prī' mer' ē) *adj.* most important
*My **primary** reason for exercising is to stay healthy.*





WHAT EXACTLY IS A HERO?



Literary Element

Text Structure Reread the first box. What is the author comparing a hero to? Check the correct answer.

- ☐ character
- ☐ celebrities
- ☐ money

Just like life, a hike is a journey—full of ups and downs, long climbs, deep doubts, painful losses, real triumphs, and plenty of surprises. We may make some good friends on the way, but much of the time we walk alone. And as with our own lives, we can't see very far down the trail. We can only keep walking, and do our best to prepare ourselves for whatever twists and turns lie ahead.

Now, to survive that sort of journey, maybe even with grace, we need some **essential** qualities. Courage, for one.
10 Perseverance. And wisdom. The very same qualities it takes to be a hero.

What exactly is a hero? What does the word really mean?

Let's start with what a hero does not mean: a celebrity. In our society, we often confuse the two, but they are really very different. As different as the two kinds of sage—the person who has grown immensely wise over time, and the sweet but short-lived herb that decorates the prairies.

20 A hero is someone who, faced with a tough challenge, reaches down inside and finds the courage, strength, and wisdom to triumph. That person could be a girl or a boy; a **prominent** leader or the person next door; a member of any race, culture, or **economic** group. But in every case, it's someone whose special qualities of character make a real difference.

To Sum Up

- A celebrity is not always a hero.
- A hero is someone who has courage, strength, and wisdom.

Vocabulary

essential (i sen' shəl) *adj.* basic

prominent (prom' ə nənt) *adj.* well-known or important

economic (ek' ə nom' ik) *adj.* relating to money matters

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded:

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Background Information

Winston Churchill was the Prime Minister of Great Britain during World War II. Jane Goodall is a researcher who has fought to protect chimpanzees in the wild.

A flash in the pan is something that happens quickly and then goes away.

To Sum Up

- A celebrity is someone who is famous.
- A person is a hero because of who he or she is inside.

A celebrity, by contrast, is just someone who has won our attention—whether for fifteen seconds or fifteen years.

The celebrity's fame could have come from entertaining us, serving us . . . or even harming us. Now, don't get me wrong. Sometimes heroes can become so well known that they also become celebrities. Abraham Lincoln was, in his day, both at once. So was Winston Churchill over fifty years ago. And so is Jane Goodall today. But the two ideas are still quite different. For a hero, what counts is character. For a celebrity, what counts is fame.

Here's another way to think about it: A hero does something truly important, regardless of whether anyone ever notices. But a celebrity is all about being noticed—being a famous face or name or number on a jersey. One of them, you could say, is a real meal cooking on the campfire. The other is **a flash in the pan**.

Heroism, then, is about character. The qualities a person carries down inside.

Or, to put this in hiking terms: The most important piece of equipment that any hiker brings on the trail isn't a backpack, a sleeping bag, or even a map. No, it's the hiker himself or herself! That person's head, heart, and soul. In just the same way, heroes **prevail** not because of the tools or weapons they carry outside—but because of what they carry inside.

Lao-tzu, the Chinese philosopher, pointed out long ago that even the greatest journey begins with a single step. That is true, and well worth remembering. But frankly, I would have said it differently: Every journey begins with a



jersey

Vocabulary

prevail (pri vāl') *v.* to win

Note Taking

Reread the text on the left. Then record your answers to the items below.

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because _____ .
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4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded:

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned



Comprehension Check

Reread the boxed text. What is the main idea? Check the correct answer.

- ☐ A hero is who a person is on the inside.
- ☐ A hero is someone who hikes and backpacks.
- ☐ A hero is someone who is famous.

50 single person. A hiker—and whatever inner qualities he or she brings to the trail.

Just how are those inner qualities revealed? Through our choices, For every choice matters, whether it's big or small, **conscious** or unconscious, repeated or rare. And every choice is an expression of who we are.

Our choices, then, are like footsteps. Each one takes us farther down the trail, affecting the route we take, the pace we set, and the deeds we do along the way. And each one is shaped by two primary forces: our own inner selves and the trail itself—the landscape of life. So our inner qualities shape our choices, our choices become our footsteps, and our footsteps become our journey.

Vocabulary

conscious (kon' shəs) *adj.* done with purpose

REFLECT

Main Idea and Supporting Details

Write the main idea of the essay. Then list two details from the essay that support the main idea.



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- We can tell someone is a hero by the choices he or she makes.
- Each choice we make shapes us as a person.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
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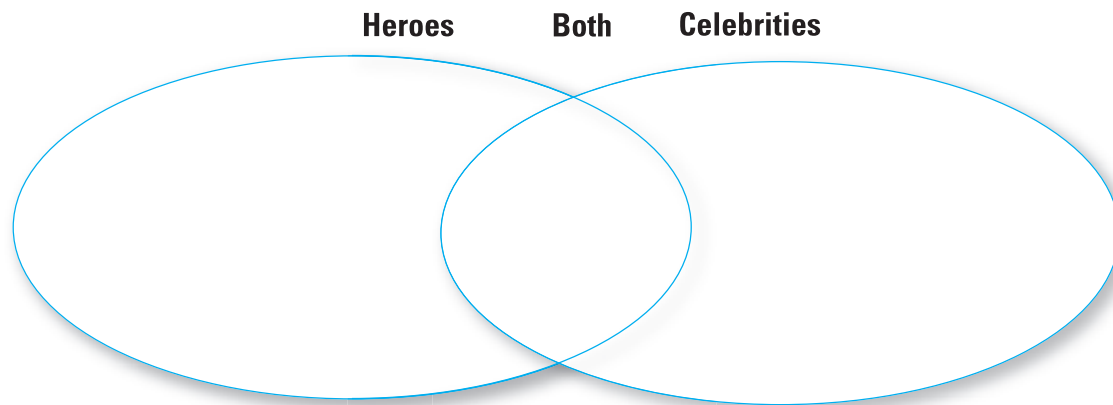


Comprehension Check

A. List three things that make someone a hero according to the essay.

1. _____
2. _____
3. _____

B. Compare and contrast what the author says about heroes and celebrities. How are they alike? How are they different?



C. Think about the essay. Then complete the sentences.

4. The author says a hero is _____

5. The author says a celebrity is _____

6. A hero and a celebrity are different because _____

7. A person is a hero because _____

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.



6.6. A Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.



The King of Mazy May

by Jack London



Connect to the Short Story

Think about a time when you saw someone being treated badly. Did you help the person? Was it risky or dangerous? Draw a picture of a situation in which you would help someone even if it were risky. Then share your drawing with a partner.



Literary Element Plot

Plot is what happens in a story. Most plots have three parts:

- **conflict:** a difficulty or problem
- **climax:** the turning point or big event
- **resolution:** the outcome or conclusion; how the story ends

Recognizing the parts of a plot will help you follow the order of events in a story. It will also help you make sense of what you read.

Reading Strategy Visualize

To **visualize** means to make a picture in your mind.

To visualize as you read,

- look for words that tell how things look, sound, smell, feel, and taste.
- use those words to make a picture in your mind.

Selection Vocabulary Practice saying the words with a partner.

endured (en doord') v. suffered or lived with something difficult for a long time with strength and patience

*The baseball players **endured** the rain.*

industrious (in dus' trē əs) adj. hard-working

*The **industrious** student always does extra-credit homework.*

adjoining (ə joi' ning) adj. located next to

*Our school has an **adjoining** playground.*

evidently (ev' ə dānt lē) adv. clearly; seems likely

***Evidently** Jon was excited. He cheered.*

➤ Cognate (Spanish) **evidentemente**

floundering (floun' dər ing) v. moving in a clumsy way

*The boy was **floundering** in the deep mud. He almost fell.*

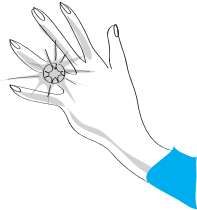
Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

precious (pres'h əs) adj. having a high price or value

*Grandmother gave Molly a ring with a **precious** stone.*

➤ Cognate (Spanish) **precioso(a)**



unjust (un just') adj. not fair
*Some students think the new rule is **unjust**.*

➤ Cognate (Spanish) **injusto(a)**



newcomers (nōō' kum' ərz) n. people who have arrived recently

*Our neighbors are **newcomers** to this town.*

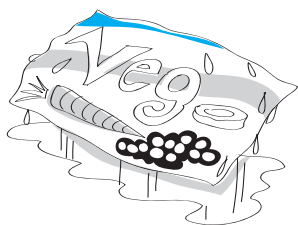


shaft (shaft) n. tunnel
*We were afraid to step inside the dark **shaft**.*

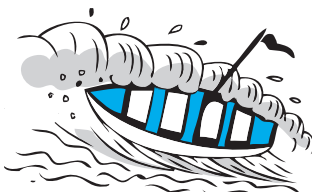


thaw (thô) v. to unfreeze; to melt

*We waited for the frozen vegetables to **thaw**.*



capsized (kap' sīzd) v. turned over
*A big wave **capsized** the small boat.*



strive (strīv) v. try hard
*I **strive** to be first in my class.*



spring (spring) v. jump
*My dog will **spring** up when I throw the ball.*



For more practice, see page 227.



The King of Mazy May

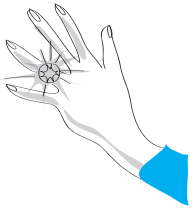


Background Information

This story takes place in Canada in the late 1890s. Gold was discovered there at that time. The area was covered with ice and snow. There were no cars. People traveled on wooden sleds pulled by teams of dogs.

How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of a dog sled.

precious (presh' əs) *adj.* having a high price or value



To Sum Up

- Walt Masters is fourteen years old.
- He lives in a cold climate in the far north.
- He knows how to live in the wilderness.

Walt Masters is not a very large boy, but there is manliness in his make-up, and he himself, although he does not know a great deal that most boys know, knows much that other boys do not know.

He has never seen a train of cars or an elevator in his life, and for that matter, he has never once looked upon a cornfield, a plow, a cow, or even a chicken. He has never had a pair of shoes on his feet, or gone to a picnic or a party, or talked to a girl. But he has seen the sun at midnight, watched the ice-jams on one of the mightiest of rivers, and played beneath the northern lights,¹ the one white child in thousands of square miles of frozen wilderness.



moccasins

Walt has walked all the fourteen years of his life in sun-tanned, moose-hide moccasins, and he can go to the Indian camps and "talk big" with the men, and trade calico² and beads with them for their precious furs. He can make bread without baking-powder, yeast or hops, shoot a moose at three hundred yards, and drive the wild wolf-dogs fifty miles a day on the packed trail.

Last of all, he has a good heart, and is not afraid of the darkness and loneliness, of man or beast or thing. His

1. The **northern lights** are bands of moving light in the sky that you can see at night.

2. **Calico** is light cotton cloth with a pattern on it.

father is a good man, strong and brave, and Walt is growing up like him.

Walt was born a thousand miles or so down the Yukon, in a trading-post below the Ramparts. After his mother died, his father and he came on up the river, step by step, from camp to camp, till now they are settled down on the Mazy May Creek in the Klondike country. Last year they and several others had spent much toil and time on the Mazy May, and **endured** great hardships; the creek, in turn, was just beginning to show up its richness and to reward them for their heavy labor. But with the news of their discoveries, strange men began to come and go through the short days and long nights, and many unjust things they did to the men who had worked so long upon the creek.

Si Hartman had gone away on a moose-hunt, to return and find new stakes³ driven and his claim jumped. George Lukens and his brother had lost their claims in a like manner, having delayed too long on the way to Dawson to record them. In short, it was an old story, and quite a number of the earnest, **industrious** prospectors⁴ had suffered similar losses.

But Walt Masters's father had recorded his claim at the start, so Walt had nothing to fear, now that his father had gone on a short trip up the White River prospecting for quartz. Walt was well able to stay by himself in the cabin, cook his three meals a day, and look after things. Not only did he look after his father's claim, but he had agreed to **keep an eye on** the **adjoining** one of Loren Hall, who had started for Dawson to record it.

Vocabulary

endured (en doord') *v.* suffered or lived with something difficult for a long time with strength and patience

industrious (in dus' trē əs) *adj.* hard-working

adjoining (ə joi' ning) *adj.* located next to

3. People marked their claims with wooden **stakes**, or poles.

4. **Prospectors** are people who look for gold.



Literary Element

Plot Underline the words that describe the conflict, or problem, in the story.

unjust (un just') *adj.* not fair

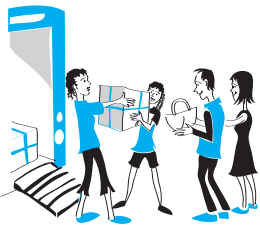


When you **keep an eye on** something, you watch it or take care of it.

To Sum Up

- Walt and his father look for gold in land near Mazy May Creek.
- Strangers try to steal people's land.
- Walt's father and a neighbor, Loren Hall, are away. Walt takes care of both men's land.

newcomers (nōō' kum' ərz)
n. people who have arrived recently



Comprehension Check

What does Walt do to the newcomers?

- ☐ He locks them in a cabin.
- ☐ He asks them to leave.
- ☐ He watches them.

To Sum Up

- Strangers come to Mazy May.
- Walt thinks they want to steal land.
- Walt follows the newcomers.

Loren Hall was an old man, and he had no dogs, so he had to travel very slowly. After he had been gone some time, word came up the river that he had broken through the ice at Rosebud Creek, and frozen his feet so badly that he would not be able to travel for a couple of weeks. Then Walt Masters received the news that old Loren was nearly all right again, and about to move on afoot for Dawson, as fast as a weakened man could.

Walt was worried, however; the claim was liable to be jumped at any moment because of this delay, and a fresh stampede⁵ had started in on the Mazy May. He did not like the looks of the newcomers, and one day, when five of them came by with crack⁶ dog-teams and the lightest of camping outfits, he could see that they were prepared to make speed, and resolved to keep an eye on them. So he locked up the cabin and followed them, being at the same time careful to remain hidden.

He had not watched them long before he was sure that they were professional stampede⁷ers, bent⁷ on jumping all the claims in sight. Walt crept along the snow at the rim of the creek and saw them change many stakes, destroy old ones, and set up new ones.

In the afternoon, with Walt always trailing on their heels, they came back down the creek, unharnessed their dogs, and went into camp within two claims of his cabin. When he saw them make preparations to cook, he hurried home to get something to eat himself, and then hurried back. He crept so close that he could hear them talking quite plainly, and by pushing the underbrush aside he could catch occasional glimpses of them. They had finished eating

5. The **stampede** refers to the rush of people searching for gold.

6. Here, **crack** means "excellent."

7. Here, **bent** means "intending."

and were smoking around the fire.

"The creek is all right, boys," a large, black-bearded man, **evidently** the leader said, "and I think the best thing we can do is to **pull out** tonight. The dogs can follow the trail; besides, it's going to be moonlight. What say you?"

"But it's going to be beastly cold," objected one of the party. "It's forty below zero now."

"An'sure, can't ye keep warm by jumpin' off the sleds an' runnin' after the dogs?" cried an Irishman. "An' who wouldn't? The creek as rich as a United States mint! Faith, it's an ilegant chanst⁸ to be gettin' a run fer yer money! An' if ye don't run, it's mebbe you'll not get the money at all, at all."

"That's it," said the leader. "If we can get to Dawson and record, we're rich men; and there is no telling who's been sneaking along in our tracks, watching us, and perhaps now off to give the alarm. The thing for us to do is to rest the dogs a bit, and then hit the trail as hard as we can. What do you say?"

Vocabulary

evidently (ev' ə dānt lē) *adv.* clearly; seems likely

8. **Ilegant chanst** is the man's way of saying "elegant chance." He means "excellent opportunity."

REFLECT

Visualize

Walt spies on the men sitting around the fire. What do you think the men look like? What is the weather like? Draw a picture of what you visualize.

Here, **pull out** means "leave."

Work with a partner and try to use this expression in a sentence.

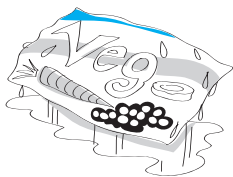
To Sum Up

- Walt hears the men talking.
- They want to steal land.

shaft (shaft) *n.* tunnel



thaw (thô) *v.* to unfreeze; to melt



Literary Element

Plot What important item do the men find in Loren Hall's tunnel? Check one.

- ☐ gravel
- ☐ gold
- ☐ water

To Sum Up

- Walt watches the men go into Loren Hall's tunnel.
- The men find gold there.
- Walt knows that the men are going to steal Loren's gold.

Evidently the men had agreed with their leader, for Walt Masters could hear nothing but the rattle of the tin dishes which were being washed. Peering out cautiously, he could see the leader studying a piece of paper. Walt knew what it was at a glance—a list of all the unrecorded claims on Mazy May. Any man could get these lists by applying to the gold commissioner at Dawson.

"Thirty-two," the leader said, lifting his face to the men.

110 "Thirty-two isn't recorded, and this is thirty-three. Come on; let's take a look at it. I saw somebody had been working on it when we came up this morning."

Three of the men went with him, leaving one man to remain in camp. Walt crept carefully after them till they came to Loren Hall's shaft. One of the men went down and built a fire on the bottom to thaw out the frozen gravel, while the others built another fire on the dump and melted water in a couple of gold-pans. This they poured into a piece of canvas stretched between two logs, used by Loren Hall in which to wash his gold.

120 In a short time a couple of buckets of dirt were sent up by the man in the shaft, and Walt could see the others grouped anxiously about their leader as he proceeded to wash it. When this was finished, they stared at the broad streak of black sand and yellow gold-grains on the bottom of the pan, and one of them called excitedly for the man who had remained in camp to come. Loren Hall had struck it rich, and his claim was not yet recorded. It was plain that they were going to jump it.

Walt lay in the snow, thinking rapidly. He was only a boy, but in the face of the threatened injustice against old lame Loren Hall he felt that he must do something. He waited and watched, with his mind made up, till he saw the men begin to square up new stakes. Then he crawled away till out of hearing, and broke into a run for the camp of the stampedeers. Walt's father had taken their own dogs with him prospecting, and the boy knew how impossible it was for him to undertake the seventy miles to Dawson without the aid of dogs.

Gaining the camp, he picked out, with an experienced eye, the easiest running sled and started to harness up the stampedeers' dogs. There were three teams of six each, and from these he chose ten of the best. Realizing how necessary it was to have a good head-dog, he strove to discover a leader amongst them; but he had little time in which to do it, for he could hear the voices of the returning men. By the time the team was in shape and everything ready, the claim-jumpers came into sight in an open place not more than a hundred yards from the trail, which ran down the bed of the creek. They cried out to him, but he gave no heed, grabbing up one of their fur sleeping-robcs which lay loosely in the snow, and leaping upon the sled.

"Mush! Hi! Mush on!"⁹ he cried to the animals, snapping the keen-lashed whip among them.

The dogs sprang against the yoke-straps,¹⁰ and the sled jerked under way so suddenly as to almost throw him off. Then it curved into the creek, poising perilously¹¹ on one runner. He was almost breathless with suspense, when it finally righted with a bound and sprang ahead again.

9. **Mush on** means "Let's go!"

10. **Yoke-straps** are part of the dog's harness.

11. **Perilously** means "dangerously."

Follow along as your teacher leads the class in reading the text aloud.



Literary Element

Plot What does Walt take from the men's camp? Check one.

- ☐ dogs and a sled
- ☐ food and water
- ☐ gold and land

To Sum Up

- Walt decides to help Loren.
- He goes back to the men's camp. He takes a sled and a team of dogs.



Comprehension Check

Underline the words that show Walt is in danger.

Short cuts are routes that are shorter than the usual way.

To Sum Up

- Walt races the dog sled toward the Yukon River.
- The men try to stop him.
- Some of the men chase him with another sled. Some of the men run after him.

160 The creek bank was high and he could not see, although he could hear the cries of the men and knew they were running to cut him off. He did not dare to think what would happen if they caught him; he only clung to the sled, his heart beating wildly, and watched the snow-rim of the bank above him.

170 Suddenly, over this snow-rim came the flying body of the Irishman, who had leaped straight for the sled in a desperate attempt to capture it; but he was an instant too late. Striking on the very rear of it, he was thrown from his feet, backward, into the snow. Yet, with the quickness of a cat, he had clutched the end of the sled with one hand, turned over, and was dragging behind on his breast, swearing at the boy and threatening all kinds of terrible things if he did not stop the dogs; but Walt cracked him sharply across the knuckles with the butt of the dog-whip till he let go.

180 It was eight miles from Walt's claim to the Yukon—eight very crooked miles, for the creek wound back and forth like a snake, "tying knots in itself," as George Lukens said. And because it was so crooked, the dogs could not get up their best speed, while the sled ground heavily on its side against the curves, now to the right, now to the left.

Travelers who had come up and down the Mazy May on foot, with packs on their backs, had declined to go around all the bends, and instead had made **short cuts** across the narrow necks of creek bottom. Two of his pursuers had gone back to harness the remaining dogs, but the others took advantage of these short cuts, running on foot, and before he knew it they had almost overtaken him.

“Halt!” they cried after him. “Stop, or we’ll shoot!”

But Walt only yelled the harder at the dogs, and dashed round the bend with a couple of revolver bullets singing after him. At the next bend they had drawn up closer still, and the bullets struck uncomfortably near to him; but at this point the Mazy May straightened out and ran for half a mile **as the crow flies**. Here the dogs stretched out in their long wolf-swing, and the stampedeers, quickly winded, slowed down and waited for their own sled to come up.

Looking over his shoulder, Walt reasoned that they had not given up the chase for good, and that they would soon be after him again. So he wrapped the fur robe about him to shut out the stinging air, and lay flat on the empty sled, encouraging the dogs, as he well knew how.

190

As the crow flies means “in a straight line.”

200



Literary Element

Plot The men who are chasing Walt have to slow down. What does Walt do next?

- ☐ He keeps going.
- ☐ He takes a break.
- ☐ He stops to check on the dogs.

REFLECT

Visualize

Reread the boxed text. Try to imagine everything Walt is hearing. Write a list of the sounds. How do the sounds help you as you read?

To Sum Up

- The men yell for Walt to stop. Walt tells the dogs to go faster.
- The men shoot at Walt.



Literary Element

Plot How does the lead dog add to Walt's problem? Check one.

- ☐ The other dogs cannot keep up with it.
- ☐ It cannot run very fast.
- ☐ It does not know the commands.

capsized (kap' sīzd) v. turned over.



To Sum Up

- Walt has trouble with the dogs.
- The lead dog does not understand Walt's commands.
- Walt's sled capsizes.

At last, twisting abruptly between two river islands, he came upon the mighty Yukon sweeping grandly to the north. He could not see from bank to bank, and in the quick-falling twilight it loomed¹² a great white sea of frozen stillness. There was not a sound, save the breathing of the dogs, and the churn of the steel-shod sled.

210

No snow had fallen for several weeks, and the traffic had packed the main-river trail till it was hard and glassy as glare ice. Over this the sled flew along, and the dogs kept the trail fairly well, although Walt quickly discovered that he had made a mistake in choosing the leader. As they were driven in single file, without reins, he had to guide them by his voice, and it was evident the head-dog had never learned the meaning of "gee" and "haw."¹³ He hugged the inside of the curves too closely, often forcing his comrades behind him into the soft snow, while several times he thus capsized the sled.

220

There was no wind, but the speed at which he traveled created a bitter blast, and with the thermometer down to forty below, this bit through fur and flesh to the very bones. Aware that if he remained constantly upon the sled he would freeze to death, and knowing the practice of Arctic travelers, Walt shortened up one of the lashing-thongs, and whenever he felt chilled, seized hold of it, jumped off, and ran behind till warmth was restored. Then he would climb on and rest till the process had to be repeated.

230

Looking back he could see the sled of his pursuers, drawn by eight dogs, rising and falling over the ice

¹² Something that **loomed** looked big and threatening.

¹³ These are commands used to direct the dogs. **Gee** means "to the right." **Haw** means "to the left."

hummocks¹⁴ like a boat in a seaway. The Irishman and the black-bearded leader were with it, taking turns in running and riding.

Night fell, and in the blackness of the first hour or so, Walt toiled desperately with his dogs. On account of the poor lead-dog, they were constantly **floundering** off the beaten track into the soft snow, and the sled was as often riding on its side or top as it was in the proper way. This

work and strain tried his strength sorely. Had he not been in such haste he could have avoided much of it, but he feared the stampeders would creep up in the darkness and overtake him. However, he could hear them occasionally yelling to their dogs, and knew from the sounds that they were coming up very slowly.

When the moon rose he was off Sixty Mile, and Dawson was only fifty miles away. He was almost exhausted, and breathed a sigh of relief as he climbed on the sled again. Looking back, he saw his enemies had crawled up within four hundred yards. At this space they remained, a black speck of motion on the white river-breast. Strive as they would, they could not shorten this distance, and strive as he would he could not increase it.

He had now discovered the proper lead-dog, and he knew he could easily run away from them if he could only change the bad leader for the good one. But this was impossible, for a moment's delay, at the speed they were running, would bring the men behind upon him.

When he got off the mouth of Rosebud Creek, just as he was topping a rise, the ping of a bullet on the ice beside him, and the report¹⁵ of a gun, told him that they were this

Look for the words *with*, *he*, and *black* on this page.

Say each word aloud.

Then write a sentence using each of these words. Read your sentence to a partner.

240

250

260

strive (strīv) v. try hard



Vocabulary

floundering (floun' dər ing) v. moving in a clumsy way

¹⁴. **Hummocks** are hills of ice.

¹⁵. Here, **report** is the sound a gun makes when you fire it.

To Sum Up

- The trail is dangerous.
- The men are close to Walt.



Comprehension Check

Reread the boxed text. Underline what happens to the bad lead-dog. Then explain what happens. Check the answer.

- ☐ The team fights with the lead-dog.
- ☐ The lead-dog runs away from the sled.
- ☐ A bullet kills the lead-dog.

time shooting at him with a rifle. And from then on, as he cleared the summit of each ice-jam, he stretched flat on the leaping sled till the rifle-shot from the rear warned him that he was safe till the next ice-jam.

Now it is very hard to lie on a moving sled, jumping and plunging and yawing¹⁶ like a boat before the wind, and to shoot through the deceiving moonlight at an object four hundred yards away on another moving sled performing equally wild antics.¹⁷ So it is not to be wondered at that the black-bearded leader did not hit him.

After several hours of this, during which, perhaps, a score¹⁸ of bullets had struck about him, their ammunition began to give out and their fire slackened. They took greater care, and only whipped a shot at him at the most favorable opportunities. He was also beginning to leave them behind, the distance slowly increasing to six hundred yards.

Lifting clear on the crest of a great jam off Indian River, Walt Masters met his first accident. A bullet sang past his ears, and struck the bad lead-dog.

The poor brute plunged in a heap, with the rest of the team on top of him.

Like a flash, Walt was by the leader. Cutting the traces with his hunting knife, he dragged the dying animal to one side and straightened out the team.

He glanced back. The other sled was coming up like an express-train. With half the dogs still over their traces,¹⁹ he cried, "Mush on!" and leaped upon the sled just as the pursuing team dashed abreast of him.

To Sum Up

- The men shoot Walt's lead-dog.
- Walt cuts the sled's straps from the lead-dog.
- The men are next to Walt.

¹⁶. A sled that is **yawing** is going off its course.

¹⁷. **Antics** are odd or silly actions.

¹⁸. A **score** is twenty.

¹⁹. Here, **traces** are straps that connect the dogs to the sled.

The Irishman was just preparing to spring for him, —they were so sure they had him that they did not shoot, —when Walt turned fiercely upon them with his whip.

He struck at their faces, and men must save their faces with their hands. So there was no shooting just then. Before they could recover from the hot rain of blows, Walt reached out from his sled, catching their wheel-dog²⁰ by the fore legs in mid-spring, and throwing him heavily. This brought the whole team into a snarl, capsizing the sled and tangling his enemies up beautifully.

Away Walt flew, the runners of his sled fairly screaming as they bounded over the frozen surface. And what had seemed an accident proved to be a blessing in disguise. The proper lead-dog was now to the fore, and he stretched low to the trail and whined with joy as he jerked his comrades along.

By the time he reached Ainslie's Creek, seventeen miles from Dawson, Walt had left his pursuers, a tiny speck,

290

spring (spring) v. jump

300

20. The **wheel-dog** is the one closest to the sled.

REFLECT

Visualize

Reread the boxed text. How does Walt stop the men? What happens to the men's sled? Draw a picture of what you see.

To Sum Up

- One of the men tries to jump on Walt's sled.
- Walt hits him with his whip.
- Walt makes the men's sled capsize.



Literary Element

Plot In your own words, explain how the story ends.

To Sum Up

- The men cannot catch Walt.
- Walt finds Loren Hall.
- Walt takes Loren to an office.
- Loren keeps his land.

310

far behind. At Monte Cristo Island he could no longer see them. And at Swede Creek, just as daylight was silvering the pines, he ran plump into the camp of old Loren Hall.

Almost as quick as it takes to tell it, Loren had his sleeping furs rolled up, and had joined Walt on the sled. They permitted the dogs to travel more slowly, as there was no sign of the chase in the rear, and just as they pulled up at the gold commissioner's office in Dawson, Walt, who had kept his eyes open to the last, fell asleep.

And because of what Walt Masters did on this night, the men of the Yukon have become very proud of him, and always speak of him now as the King of Mazy May.

Vocabulary Check

A. Circle the picture that best answers the question.

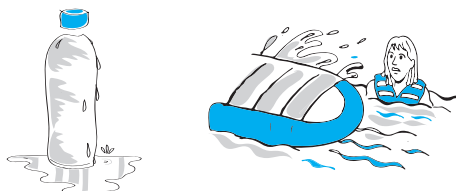
1. Which picture shows **newcomers**?



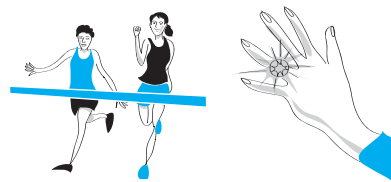
3. Which child is **unjust**?



2. Which picture shows something that can **thaw**?



4. Which picture shows something **precious**?



B. Write the word next to its definition.

capsized

shaft

spring

strive

5. _____ tunnel

7. _____ turned over

6. _____ jump

8. _____ try

C. Think about the meaning of the vocabulary word in "The King of Mazy May." Then complete the sentences.

9. She spit out her food. **Evidently**, _____.

10. The house has an **adjoining** _____.

11. I **endured** the _____.

12. The confused student was **floundering** to find _____.

13. The **industrious** math team practices _____.

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.



Comprehension Check

- A.** Imagine you are on the dog sled with Walt. What do you see, hear, and feel?

1. What I See

2. What I Hear

3. What I Feel

- B.** What happens in “The King of Mazy May”? Use the diagram to tell the events in order.

Beginning



Middle



End

4. Write three words that describe Walt.

5. Write three words that describe the setting.

6. How does Walt get away from the men who are chasing him?

7. Why do people call Walt “The King of Mazy May”?



RC-6.F Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.

The Courage That My Mother Had

and

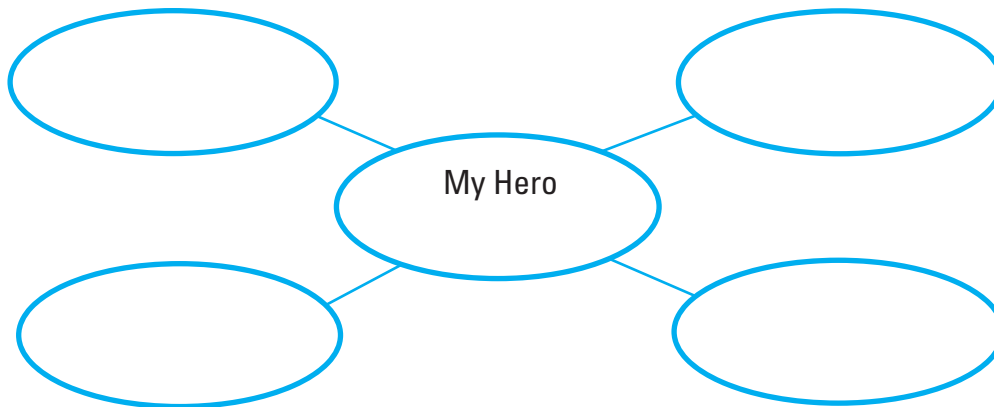
by Edna St. Vincent Millay

My Father Is a Simple Man

by Luis Omar Salinas

Connect to the Poems

Who is a hero to you? What have you learned from that person?
Complete the web below.



Literary Element Theme

The **theme** is the message about life in a story or poem. For example, the theme of a story about soccer might be that it is dangerous to care only about winning. Some texts have a **stated theme**. The writer tells you what the theme is. Other texts have an **implied theme**. Readers must find clues or details that tell the theme.

As you read, pay attention to

- the titles of the poems.
- details that the authors use.

Reading Skill Compare and Contrast

When you **compare and contrast** texts, you look at how two texts are the same and how they are different. Two texts might have characters with a similar problem. The main characters may be from different places. Comparing and contrasting texts helps you understand both texts better.

To compare and contrast these poems, ask yourself:

- How are the speakers of the two poems alike?
- What is the main idea, or theme, of each poem?
- How are the speakers different?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

courage (kur' ij) *n.* bravery
The firefighters showed **courage** as they put out the fire.



treasure (trezh' ə) *v.* care about; value
Alessandro will **treasure** his baseball cards.
► Cognate (Spanish) **tesoro**



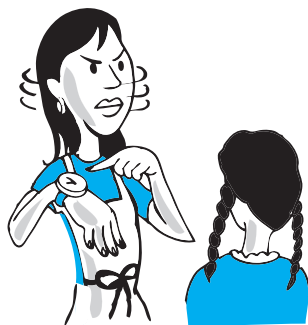
spare (spār) *v.* give up or give away
Our neighbor asked us if we could **spare** a cup of sugar.



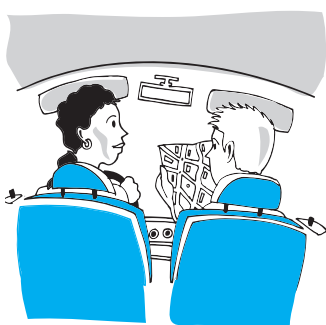
argue (är' gū) *v.* disagree
We are best friends, but we sometimes **argue**.



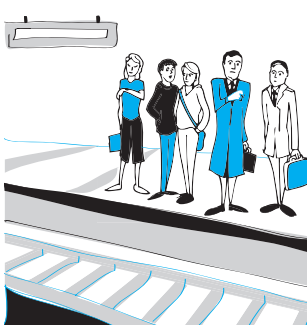
convince (kən vins') *v.* make someone believe
She could not **convince** her mother to let her stay out late.
► Cognate (Spanish) **convencer**



journey (jur' nē) *n.* a trip from one place to another
We made the long **journey** from one state to another.



patience (pa' shəns) *n.* the ability to wait for a long time
The train was late, but the people had **patience**.
► Cognate (Spanish) **paciencia**



benefit (ben' ə fit) *n.* a good outcome
My gym teacher says good health is one **benefit** of exercise.
► Cognate (Spanish) **beneficio**



The Courage That My Mother Had



Comparing Literature

Check the statement that best describes the poem's theme.

- ☐ The speaker's mother left behind a golden brooch.
- ☐ The brooch helps the speaker remember her mother's courage.
- ☐ The speaker wishes she had her mother's courage.



Comprehension Check

Underline what the speaker could spare, or do without.

To Sum Up

- The speaker's mother had a lot of courage.
- The speaker's mother died and left her a piece of jewelry.
- The speaker wishes she had her mother's courage instead of jewelry.

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;¹
Now granite² in a granite hill.

5 The golden brooch³ my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet, it is something I could spare.

10 Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.

1. **Quarried** means "cut from the earth."

2. **Granite** is a type of hard rock used in buildings.

3. **Brooch** is a piece of jewelry, or pin.

My Father Is a Simple Man

I walk to town with my father
to buy a newspaper. He walks slower
than I do so I must slow up.
The street is filled with children.
We argue about the price
of pomegranates,¹ I convince
him it is the fruit of scholars.²
He has taken me on this journey
and it's been lifelong.
He's sure I'll be healthy
so long as I eat more oranges,
and tells me the orange
has seeds and so is perpetual;³
and we too will come back
like the orange trees.
I ask him what he thinks
about death and he says
he will gladly face it when
it comes but won't jump
out in front of a car.
I'd gladly give my life
for this man with a sixth
grade education, whose kindness

1. **Pomegranates** are golden-red fruits with many seeds.

2. **Scholars** are people who have great knowledge.

3. **Perpetual** means "continuing forever."

- 5  **Comprehension Check**
- What important message does the speaker's father share about life? Check the correct answer.
- ☐ He will be in a car accident later in life.
- 10 ☐ Life continues because of children.
- ☐ It's important to eat more fruits and vegetables.

To Sum Up

- The speaker's father is an older man.
- The speaker's father gives him advice about life.
- The speaker's father knows that death is a part of life.



Comparing Literature

Underline the theme of the poem.

To Sum Up

- The speaker calls his father a smart man.
- The speaker’s father lives a simple life. He works hard and takes care of his family.
- The speaker thinks his father is a great man because of what he has done.

and patience are true . . .
25 The truth of it is, he’s the scholar,
and when the bitter-hard reality
comes at me like a punishing
evil stranger, I can always
remember that here was a man
30 who was a worker and provider,
who learned the simple facts
in life and lived by them,
who held no pretense.⁴
And when he leaves without
35 benefit of fanfare⁵ or applause
I shall have learned what little
there is about greatness.⁶

4. **Held no pretense** means “did not try to act better than anyone else.”
5. **Fanfare** is an activity meant to draw attention.
6. Here, **greatness** means “being a good, simple man.”

REFLECT

Compare and Contrast

The two poems are about the speakers’ parents. How are the two poems alike? How are they different?

PARTNERS



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

Vocabulary Check

A. Label the pictures with the correct vocabulary word.

convince

courage

treasure



1. _____

2. _____

3. _____

B. Match each vocabulary word to its antonym.

4. keep _____

a. benefit

5. agree _____

b. spare

6. loss _____

c. argue

C. Think about what each vocabulary word means in "The Courage That My Mother Had" and "My Father Is a Simple Man." Then check the best answer.

7. **Patience** is the ability to

- ☐ wait for a long time.
- ☐ laugh for a long time.
- ☐ shout for a long time.

8. A **journey** is a

- ☐ display.
- ☐ trip.
- ☐ dance.

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

Comprehension Check

A. Complete the sentences.

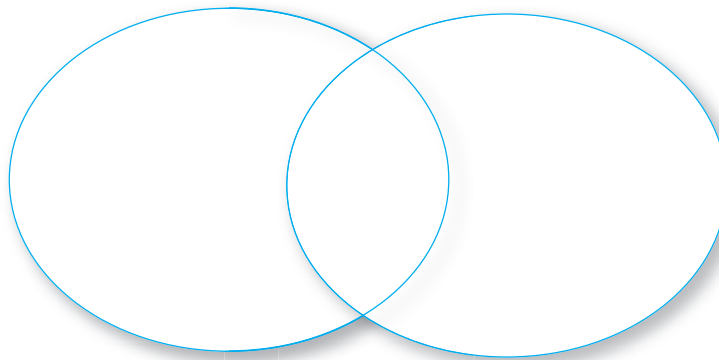
1. The subject of "The Courage That My Mother Had" is _____.
2. The subject of "My Father Is a Simple Man" is _____.
3. The title of the poem "The Courage That My Mother Had" shows that _____ is an important _____ in the poem.
4. The title of the poem "My Father Is a Simple Man" shows that being _____ is _____.

B. Compare and contrast the themes of "The Courage That My Mother Had" and "My Father Is a Simple Man." How are the poems alike? How are they different? Complete the diagram.

"The Courage That My Mother Had"

Both

"My Father Is a Simple Man"



C. Complete the sentences.

1. Both speakers write about a _____.
2. The speaker in "The Courage That My Mother Had" treasures _____.
3. She wishes that she had _____.
4. The speaker in "My Father Is a Simple Man" calls his father a _____.
5. What he learns from his father is that _____.



6.10.C Explain how different organizational patterns develop the main idea and the author's viewpoint.

6.12.B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.



Climate





Connect to the Textbook Lesson

Think about the weather where you live. What do you like about it?
What would you change? Write about it on the lines below.

Literary Element Text Features

Text features are special ways of presenting information in a text. They help you to understand the information in the text more quickly.

- **Titles** appear in large type at the beginning of a text. They help tell you what the entire text is about.
- **Heads** appear between different parts of a text to separate them. They tell you what each section is about.
- **Subheads** break sections of the text into even smaller pieces. The text under each subhead relates to one head.
- **Graphics** are visual aids such as pictures, photos, maps, charts, and graphs.

Reading Skill Analyze Text Structure

The way a writer organizes ideas is called **text structure**. Writers decide on a purpose for writing. Then they put ideas in an order that makes sense for that purpose. The kind of text structure used in “Climate” is **order of importance**. The ideas are arranged from most important to least important.

To analyze text structure, pay attention to

- signal words such as *first*, *next*, *because*, *like*, or *unlike*.
- the order of different sections.
- the author’s purpose.

Selection Vocabulary Practice saying the words with a partner.

humidity (hū mid' ə tē) *n.* dampness, especially in the air

Wet clothes dry slowly when there is a lot of humidity in the air.

► Cognate (Spanish) **humedad**

factor (fak' tər) *n.* one of several things that causes something

One factor that made us cancel our trip was the bad weather.

► Cognate (Spanish) **factor**

absorbs (ab sôrbz') *v.* takes in or soaks up
A sponge absorbs water.

► Cognate (Spanish) **absorber**

axis (ak' sis) *n.* a straight line which an object turns around

The Earth turns once around its axis every 24 hours.

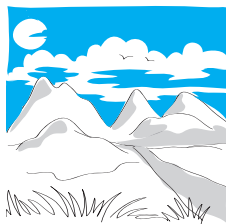
Content Vocabulary

pattern (pat' ərn) *n.* the way in which something happens the same way over and over
Deserts and forests have a different rain pattern.

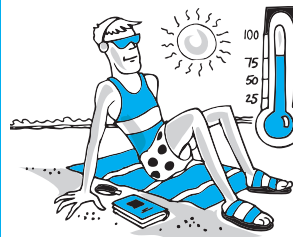


region (rē' jən) *n.* a part of the Earth's surface
The western United States is a region with many mountains.

► Cognate (Spanish) **región**



average (av' ər ij) *adj.* normal or usual
The average temperature in Miami is 76 degrees.



local (lō' kəl) *adj.* nearby
I went to the local store to shop. It is close to my house.

► Cognate (Spanish) **local**



moisture (mois' chər) *n.* very small drops of water in the air
Tamika watered the plants because the soil needed more moisture.



tilt (tilt) *n.* a slope or slant
Rick's car stopped because the hill had a steep tilt.



recycling (rē sī' kəl ing) *v.* processing materials in order to reuse them
Saleha helps protect the earth by recycling her soda cans.



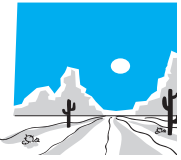
reduce (ri dōōs') *v.* to make smaller in amount or size
Jorge tried to reduce his homework by doing more work at school.

► Cognate (Spanish) **reducir**



Climate

pattern (pa' tərn) *n.* the way in which something happens the same way over and over



region (rē' jən) *n.* a part of the Earth's surface



average (a' vər ij) *adj.* normal or usual



To Sum Up

- Different parts of the world have different kinds of weather.
- *Climate* means "the pattern of weather in a certain region."
- Scientists study the weather of a region to find its patterns.

What Is Climate?

You've probably noticed that the weather in other parts of the country is different from where you live. If you could see a map of the world's weather, you'd see even greater differences. Some parts of the world always seem rainy. Others are cold every winter. Climate (klī'mit) is the pattern of weather that occurs in a particular area over many years. To determine the climate of a region, scientists figure out the average weather conditions over a period of 30 years or more. They look at the average temperature, precipitation,¹ air pressure, **humidity**, and the number of days of sunshine in each area.

What Causes Different Climates?

Different parts of Earth receive different amounts of sunlight. The areas nearest the equator receive the most sunlight. They have a tropical climate with warm to hot temperatures year-round. Polar climates are found near the poles, where sunlight strikes Earth at a low angle. These places can get very cold. Some are always covered in ice. Subarctic, temperate (tem'pər it), and mild climates lie between the tropics and the poles. Temperatures in these

Vocabulary

humidity (hū mid' ə tē) *n.* dampness, especially in the air

¹ **Precipitation** is any form of water that falls to Earth, such as rain, snow, and hail.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

local (lō' kəl) *adj.* nearby



Literary Element

Text Features Look at the subhead. What might this section be about?

moisture (mois' chər) *n.* very small drops of water in the air



areas vary, but on average, they are not as hot as tropical climates and not as cold as polar climates. Is location the only **factor** that affects climate? No. Oceans, mountains, wind patterns, and even large cities can affect local climate.

Local Effects on Climate

Imagine you're at the beach on a summer day. You take a moment to enjoy the cool, refreshing breeze that blows in from the ocean. Ocean winds and ocean currents² affect the climate along the coasts. These areas are often cooler in the summer and warmer in the winter than areas located just a short distance inland.

Mountains also affect local climate. On the side of the mountain that faces the wind, the climate is generally cool and wet. That's because air cools as it moves up the mountain. As it cools, it drops its moisture as rain or snow. By the time the air reaches the top of the mountain, it is dry. The dry air continues over the mountain, heating up as it goes down the side of the mountain that faces away from the wind.

Cities can affect climate, too, especially in the summer. If you've ever walked barefoot on a hot street, you know that the street **absorbs** heat. So do parking lots and buildings. Some of the heat they absorb is sent back into the surrounding air. That makes the air in a city hotter.

Location, oceans, mountains, cities—now you know the things that cause different climates. Do climates of regions ever change? They have in the past. Some people think they

To Sum Up

- Many factors affect climate.
- Mountains affect climate.
- Cities can affect climate by absorbing heat.

Vocabulary

factor (fak' tər) *n.* one of several things that causes something
absorbs (ab sōrbz') *v.* to take in or soak up

2. **Currents** are the flow of water in a certain direction.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

tilt (tilt) *n.* a slope or slant



Comprehension Check

Underline the words that describe what human activities are causing Earth's climate to change.

Follow along as your teacher leads the class in reading the text aloud.

To Sum Up

- The climate of North America changed in the past.
- The climate may change again because of human activity.
- Carbon dioxide in the air causes global warming.

50 might change again in the future.

Climate Changes

About 20,000 years ago huge sheets of ice called glaciers covered much of Canada and parts of the United States. What caused this type of climate change? Scientists are not sure. Some think that the tilt of Earth's **axis** or the path of Earth's orbit may change over a long period of time. Others think that a huge volcanic eruption or a meteorite collision with Earth may have caused the climate change.

Some people think we're headed for another big climate
60 change. But this time, the change will be caused by people, not by volcanoes or meteorites.

Will Earth's Climate Change Again?

Some human activities, such as burning fossil fuels³ to produce electricity and cutting down rain forests for farmland, increase the amount of carbon dioxide in the atmosphere. Carbon dioxide traps heat in the atmosphere. When there's more carbon dioxide, more heat is trapped, so temperature increases around the world. An increase in temperatures all over the world is called global warming.

70 Effects of Global Warming

Scientists are not sure what the effects of global warming will be. Some think rising temperatures might cause ice caps to melt. This, in turn, could cause a sudden rise in sea level and flooding along coastal areas. Other scientists aren't convinced that global warming is a

Vocabulary

axis (ak' sis) *n.* a straight line which an object turns around

3. **Fossil fuels** are fuels formed by animal or plant remains over millions of years. Gasoline and motor oil are made from fossil fuels.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Tampering with means “changing in a way that may be harmful.”

recycling (rē sī' kəl ing) v. processing materials to reuse them



reduce (ri dōōs') v. to make smaller in amount or size



problem. All scientists, though, warn against **tampering with** Earth’s climate. We can help protect Earth from harmful climate change by using less electricity and recycling products to reduce our use of fossil fuels.

REFLECT

Analyze Text Structure

List the subheads that appear in “Climate.” Discuss with a partner why the writer organized the information in this order.



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- People can help stop climate change by recycling and using less electricity.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Climate

Comprehension Check

A. Answer the questions about “Climate.”

1. Is climate a pattern of weather or someone who studies weather? _____

2. Which of these affect climate: sounds, soccer, oceans, cities? _____

3. Give an example of how the Earth’s climate has changed. _____

B. Look back at the text features in “Climate.” Then answer the questions.

4. What does the second heading on page 40 tell readers? _____
5. What does “local” mean in the heading on page 42? _____
6. Look back at the three headings on page 44. Which words do you think are most important from those headings? _____

C. Answer the questions based on information from the selection.

7. Look again at the first paragraph of the selection on page 40. Think about the heading. What does the selection explain? _____
8. Why is the climate on the side of the mountain that faces the wind cool and wet?

9. How can cities affect climate? _____
10. What is one idea about climate that you learned from reading “Climate”? _____



6.6.B Recognize dialect and conversational voice and explain how authors use dialect to convey character.

He Lion, Bruh Bear, and Bruh Rabbit

by Virginia Hamilton

and

The Toad and the Donkey

by Toni Cade Bambara

Connect to the Folktales

Have you ever read a story about the three little pigs, Paul Bunyan, or *La Llorona*? Then you have read a folktale! Folktales teach lessons about life. Think about a folktale you have read and answer these questions.

1. What is the title of the folktale? _____

2. What happens in the folktale? _____

3. What lesson did you learn from the folktale?

Literary Element Characters

A **character** is a person or animal in a story. Characters that are animals sometimes act like people.

Folktales sometimes have characters called tricksters. A **trickster** is a smaller, weaker character than the other characters in a story. But the trickster is smart enough to trick and defeat the other characters in a story. Look for tricksters as you read the two folktales.

Reading Skill Compare and Contrast

In this lesson, you will **compare and contrast** the characters in two folktales. When you compare characters, you look at how the characters are alike. When you contrast characters, you look at how they are different. As you read, ask yourself these questions:

- How are the main characters the same?
- How are the main characters different?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

distance (dis' tans) *n.* space between things

*There is a short **distance** from my home to my school.*

► Cognate (Spanish)
distancia



scrawny (skrô' nē) *adj.*

very thin or small

*The **scrawny** cat was very hungry.*



clearing (klēr' ing) *n.* land with no trees or bushes

*I sat down in a **clearing** in the forest.*



thicket (thik' it) *n.* land filled with bushes and trees

*Many small animals make their home in a **thicket**.*



ridiculous (ri dik' yə ləs) *adj.* silly, easy to laugh at

*Jorge looks **ridiculous** in a clown costume.*

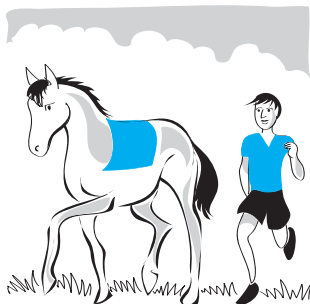
► Cognate (Spanish)
ridículo(a)



trot (trot) *n.* a fast walk

*The horse walked at a **trot**. I had to hurry to keep up with him.*

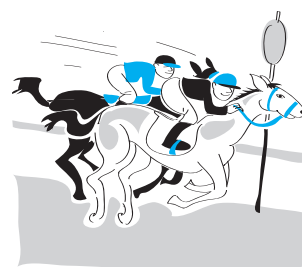
► Cognate (Spanish) **trote**



galloping (gal' əp ing) *v.* running very fast

*The horses were **galloping** toward the finish line.*

► Cognate (Spanish)
galopar



stubborn (stub' ərn) *adj.*

refusing to change your opinion or action
*Jin was being **stubborn** and would not eat the food.*



For more practice, see page 234.



He Lion, Bruh Bear, and Bruh Rabbit

Background Information

Both of these stories are African American folktales.

Say that he Lion would get up each and every mornin. Stretch and walk around. He'd roar, "ME AND MYSELF. ME AND MYSELF," like that. Scare all the little animals so they were afraid to come outside in the sunshine. Afraid to go huntin or fishin or whatever the little animals wanted to do.



possum

"What we gone do about it?" they asked one another. Squirrel leapin from branch to branch, just scared. Possum playin dead, couldn't hardly move him.

He Lion just went on, stickin out his chest and roarin, "ME AND MYSELF. ME AND

MYSELF."

The little animals held a sit-down talk, and one by one and two by two and all by all, they decide to go see **Bruh** Bear and Bruh Rabbit. For they know that Bruh Bear been around. And Bruh Rabbit say he has, too.

So they went to Bruh Bear and Bruh Rabbit. Said, "We have some trouble. Old he Lion, him scarin everybody, roarin every mornin and all day, 'ME AND MYSELF. ME AND MYSELF,' like that."

"Why he Lion want to do that?" Bruh Bear said.

"Is that all he Lion have to say?" Bruh Rabbit asked.

Bruh means "brother" in this story.

To Sum Up

- He Lion yells, "ME AND MYSELF."
- The little animals are scared.
- The little animals ask Bruh Bear and Bruh Rabbit for help.

"We don't know why, but that's all he Lion can tell us and we didn't ask him to tell us that," said the little animals. "And him scarin the children with it. And we wish him to stop it."

"Well, I'll go see him, talk to him. I've known he Lion a long kind of time," Bruh Bear said.

"I'll go with you," said Bruh Rabbit. "I've known he Lion most long as you."

30

That bear and that rabbit went off through the forest. They kept hearin somethin. Mumble, mumble. Couldn't make it out. They got farther in the forest. They heard it plain now. "ME AND MYSELF. ME AND MYSELF."

"Well, well, well," said Bruh Bear. He wasn't scared. He'd been around the whole forest, seen a lot.

"My, my, my," said Bruh Rabbit. He'd seen enough to know not to be afraid of an old he lion. Now old he lions could be dangerous, but you had to know how to handle them.

40

The bear and the rabbit climbed up and up the cliff where he Lion had his lair.¹ They found him. Kept their distance. He watchin them and they watchin him. Everybody actin cordial.²

"Hear tell you are scarin everybody, all the little animals, with your roarin all the time," Bruh Rabbit said.

"I roars when I pleases," he Lion said.

"Well, might could you leave off the noise first thing in the mornin, so the little animals can get what they want to eat and drink?" asked Bruh Bear.

50

"Listen," said he Lion, and then he roared: "ME



Comparing Literature

Why did the little animals choose Bruh Bear and Bruh Rabbit to talk to he Lion? Check the correct answer.

- ☐ They have known he Lion for a long time.
- ☐ They are larger than the little animals.
- ☐ They are the nicest animals.

distance (dis' tans) *n.* space between things



To Sum Up

- Bruh Bear and Bruh Rabbit say they will talk to he Lion.
- They tell he Lion that he is scaring the little animals.

1. A **lair** is a home or resting place for a wild animal.

2. **Acting cordial** means "being polite and friendly."



Comprehension Check

Reread the boxed text at the top of the page. Underline he Lion's reason for yelling all the time.

scrawny (skrô'nē) *adj.* very thin or small



Follow along as your teacher leads the class in reading the text aloud.

To Sum Up

- He Lion says he is king of the forest.
- Bruh Rabbit tells he Lion that Man is king of the forest.
- Bruh Rabbit says he will show Man to he Lion.

AND MYSELF. Me And Myself. Nobody tell me what not to do," he said. "I'm the king of the forest, ME AND MYSELF."

"Better had let me tell you somethin'," Bruh Rabbit said, "for I've seen Man, and I know him the real king of the forest."

He Lion was quiet awhile. He looked straight through that scrawny lil Rabbit like he was nothin atall. He looked at Bruh Bear and figured he'd talk to him.

60 "You, Bear, you been around," he Lion said.

"That's true," said old Bruh Bear. "I been about everywhere. I've been around the whole forest."

"Then you must know somethin'," he Lion said.

"I know lots," said Bruh Bear, slow and quiet-like.

"Tell me what you know about Man," he Lion said. "He think him the king of the forest?"

"Well, now, I'll tell you," said Bruh Bear, "I been around, but I haven't ever come across Man that I know of. Couldn't tell you nothin about him."

70 So he Lion had to turn back to Bruh Rabbit. He didn't want to but he had to. "So what?" he said to that lil scrawny hare.

"Well, you got to come down from there if you want to see Man," Bruh Rabbit said. "Come down from there and I'll show you him."

He Lion thought a minute, an hour, and a whole day. Then, the next day, he came on down.

He roared just once, "ME AND MYSELF. ME AND MYSELF. Now," he said, "come show me Man."

80 So they set out. He Lion, Bruh Bear, and Bruh Rabbit. They go along and they go along, rangin the forest.

Pretty soon, they come to a clearin. And playin in it is a little fellow about nine years old.

"Is that there Man?" asked he Lion.

"Why no, that one is called Will Be, but it sure is not Man," said Bruh Rabbit.

So they went along and they went along. Pretty soon, they come upon a shade tree. And sleepin under it is an old, olden fellow, about ninety years olden.

"There must lie Man," spoke he Lion. "I knew him wasn't gone be much."

"That's not Man," said Bruh Rabbit. "That fellow is Was Once. You'll know it when you see Man."

So they went on along. He Lion is gettin tired of strollin. So he roars, "ME AND MYSELF. ME AND MYSELF." Upsets Bear so that Bear doubles over and runs and climbs a tree.

"Come down from there," Bruh Rabbit tellin him. So after a while Bear comes down. He keepin his distance from he Lion, anyhow. And they set out some more. Goin along quiet and slow.

In a little while they come to a road. And comin on way down the road, Bruh Rabbit sees Man comin. Man about twenty-one years old. Big and strong, with a big gun over his shoulder.

"There!" Bruh Rabbit says. "See there, he Lion? There's Man. You better go meet him."

"I will," says he Lion. And he sticks out his chest and he roars, "ME AND MYSELF. ME AND MYSELF." All the way to Man he's roarin proud, "ME AND MYSELF, ME AND MYSELF!"

clearing (klēr' ing) *n.* land with no trees or bushes



Comparing Literature

Which character is the trickster? Check the correct answer.

- ☐ He Lion
- ☐ Bruh Bear
- ☐ Bruh Rabbit

To Sum Up

- He Lion, Bruh Bear, and Bruh Rabbit see a young boy and an old man.
- Then they see Man.
- He Lion roars at Man.

thicket (thik' it) *n.* land filled with bushes and trees



Zactly means “exactly” in this story.

To Sum Up

- Bruh Bear and Bruh Rabbit hide in a thicket.
- Man shoots at he Lion.
- He Lion no longer roars in the forest.

“Come on, Bruh Bear, let’s go!” Bruh Rabbit says.

“What for?” Bruh Bear wants to know.

“You better come on!” And Bruh Rabbit takes ahold of Bruh Bear and half drags him to a thicket. And there he makin the Bear hide with him.

For here comes Man. He sees old he Lion real good now. He drops to one knee and he takes aim with his
120 big gun.

Old he Lion is roarin his head off: “ME AND MYSELF! ME AND MYSELF!”

The big gun goes off: PA-LOOOM!

He Lion falls back hard on his tail.

The gun goes off again. PA-LOOOM!

He Lion is flyin through the air. He lands in the thicket.

“Well, did you see Man?” asked Bruh Bear.

“I seen him,” said he Lion. “Man spoken to me unkind, and got a great long stick him keepin on his shoulder. Then
130 Man taken that stick down and him speakin real mean. Thunderin at me and lightnin comin from that stick, awful bad. Made me sick. I had to turn around. And Man pointin that stick again and thunderin at me some more. So I come in here, cause it seem like him throwed some stickers at me each time it thunder, too.”

“So you’ve met Man, and you know **zactly** what that kind of him is,” says Bruh Rabbit.

“I surely do know that,” he Lion said back.

A while after he Lion met Man, things were some better
140 in the forest. Bruh Bear knew what Man looked like so he could keep out of his way. That rabbit always did know to keep out of Man’s way.

The little animals could go out in the mornin because he Lion was more peaceable. He didn't walk around roarin at the top of his voice all the time. And when he Lion did lift that voice of his, it was like, "Me and Myself and Man. Me and Myself and Man." Like that.

Wasn't too loud at all.



Comparing Literature

He Lion yells, "Me and Myself and Man." What lesson did he Lion learn?

Check the correct answer.

- ☐ He is the only king of the forest.
- ☐ He and Man are equal.
- ☐ Bruh Bear is the king of the forest.

To Sum Up

- When he Lion roars it is not as loud as before.
- Now he Lion says "Me and Myself and Man."

The Toad and the Donkey

ridiculous (rə dik' yə ləs) *adj.* silly, easy to laugh at



Comprehension Check

Why does Donkey agree to race Toad? Check one.

- ☐ He needs to prove he is best.
- ☐ Brother Spider has good prizes.
- ☐ He wants to teach Toad a lesson.

Trickified means that Donkey thinks someone is trying to trick him.

To Sum Up

- Brother Spider asks Donkey and Toad to have a race.
- Donkey knows he is the fastest, but agrees to race.

One day Brother Spider didn't have nothing better to do so he asked ole Toad and ole Donkey to have a race across the island.

The donkey said, "What? You want me, the fastest dude around here, to race that little old hop frog. I've got a reputation, you know."

And the toad said, "Never mind all that, Big Mouth—let's race."

The donkey thought to himself, this is ridiculous.

10 But since Brother Spider always had good prizes (Brother Spider was a terrific thief), he agreed.

"O.K.," said Spider. "The only rule is that Brother Donkey has to howl every mile so we can know where you all are."

Toad says, "Fine with me. Let's set the race for Saturday."

"Oh no," says Donkey, for he suspected something **trickified**. "Tomorrow morning."



milepost

20

So Toad went home for dinner and put it to the family like so: "Listen here, we spread out along the path in the bushes, then at every milepost when Mr. Donkey howls out, one of you steps out and howls too." So they each packed a little breakfast of gungo peas and sweet potato bread and bakes all wrapped up in tanya leaves and took up their positions along the road.

So the race began. And Spider lit a cigar and lay back. Brother Donkey took off at a light trot, his tail stuck up in the air to match his nose, stopping every now and then to

30

stick his face through somebody's fence to munch on some grass. And when he got to the first milepost, he sang out, "La, la, la. Here I am. Where are you? Ha, ha."

And way in front of him Uncle Julius Toad sang back, "Up here. La, la, la," and licked his fingers.

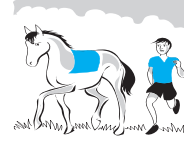
Which really surprised Donkey. So he cut out the grass eating and got a move on. But then he passed a well and decided he had time for a drink, for how much hopping can a toad do. And at the next post he sang out, "Tra, la, la. Here I am. Where are you?"

40

And way up ahead Aunt Minnie Toad sang back, "Up here. Ha, ha."

By the fifth post, Donkey started getting a little

trot (trot) *n.* a fast walk



Look at the picture and read the definition. Write a sentence using the word.

REFLECT

Compare and Contrast

Compare and contrast the trickster characters in these two folktales. How are Bruh Rabbit and Toad the same? How are they different?



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- Toad tricks Donkey by having a family member at every milepost.

galloping (gal' əp ɪŋ) *v.* running very fast



Comparing Literature

Underline the reason that Donkey will not race again.

stubborn (stub' ərn) *adj.* refusing to change your opinion or action



worried so he slashed himself with his tail like a horsewhip and started galloping. But Cousins Emery, Walter and Cecil Toad were on the case. And it's the same story each time. "Tra la la, I'm up the road ahead of you, Donkey."

50 And Donkey began to get sad in his mind when he realized he was not going to beat Toad. And he decided before he even got to the finish line that he would never race again. And donkeys have been kind of stubborn about running ever since.

To Sum Up

- Donkey decides not to race again because he thinks he is losing.
- Toad's tricks have made Donkey stubborn about running.

Vocabulary Check

A. Label each picture with the correct vocabulary word.

gallop

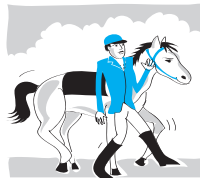
scrawny

thicket

trot



1. _____



2. _____



3. _____



4. _____

B. Check the phrase that is the best example of the vocabulary word.

5. **proud**

- ☐ a person who never wins
☐ a person who always wins

7. **ridiculous**

- ☐ a situation that is serious
☐ a situation that is silly

6. **galloping**

- ☐ a horse standing still
☐ a horse that is running

8. **stubborn**

- ☐ doing what you are told to do
☐ not doing what you are told to do

C. Think about the meanings of the vocabulary words below.

Then use the words to complete the paragraph.

clearing

distance

scrawny

thicket

Diego and Marta went for a walk in the forest. They saw a tiny, _____ rabbit disappear through some bushes into a _____ of trees. When Diego and Marta followed the trail out of the forest, they reached a _____ where they could see for miles. They saw the rabbit again when they stopped to rest. The rabbit had covered the same great _____ as Diego and Marta, but it didn't look tired!

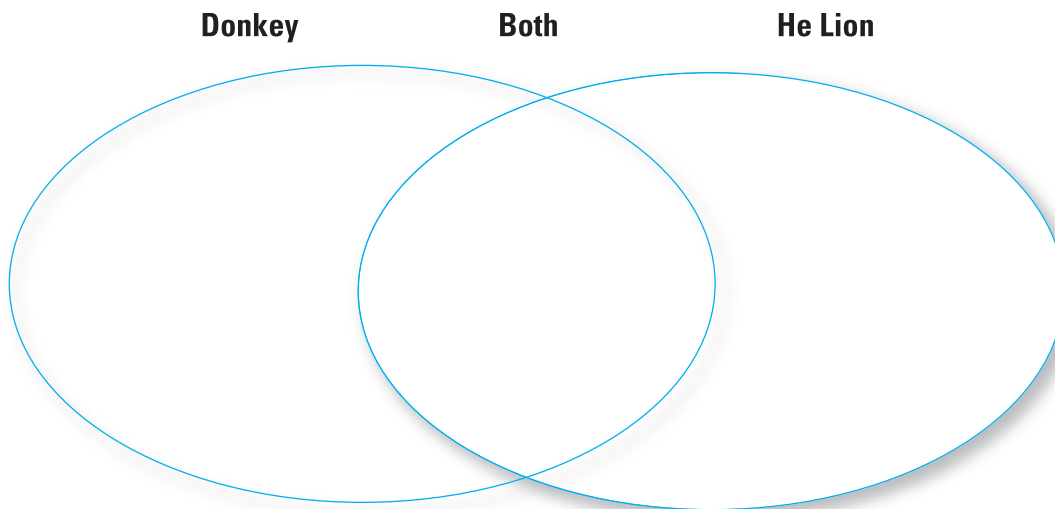
Comprehension Check

A. Circle two words that describe each character.

- | | | | |
|-------------------|----------|-------|------|
| 1. He Lion | nice | loud | mean |
| 2. Donkey | stubborn | funny | fast |

B. Compare and contrast Donkey and he Lion.

How are they alike? How are they different?



C. Think about the characters in the two folktales.

Answer each question with the name of a character.

3. Who had a problem with he Lion's roaring? _____
4. Who had been around a long time and was big, but not very brave? _____
5. Who was the trickster in "He Lion, Bruh Bear, and Bruh Rabbit"? _____
6. Who was tricked in "He Lion, Bruh Bear, and Bruh Rabbit"? _____
7. Who was the trickster in "The Toad and the Donkey"? _____
8. Who helped the trickster in "The Toad and the Donkey"? _____
9. Who had good prizes in "The Toad and the Donkey"? _____
10. Who became stubborn after he was tricked? _____



6.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.



Same Song

and



Maestro

by Pat Mora



Connect to the Poems

Do you worry about the way you look? Does what you look like make you who you are? Think about the people and things that make you who you are.

With a partner, talk about which is more important: who you are on the inside, or what you look like on the outside. Compare how you feel inside and how you look outside in the chart below. Then share your thoughts with the class.

Inside	Outside

Literary Element Alliteration and Assonance

Alliteration is when you repeat consonant sounds at the beginning of words. For example: *The hungry hippo wore a heavy hat.*

Assonance is when you repeat the same vowel sounds in a line of poetry. For example: *Three sheep lean on a clean sheet.*

Authors use alliteration and assonance to

- bring a reader's attention to a certain part of the poem.
- make the poem sound more interesting.
- create a certain tone or mood.

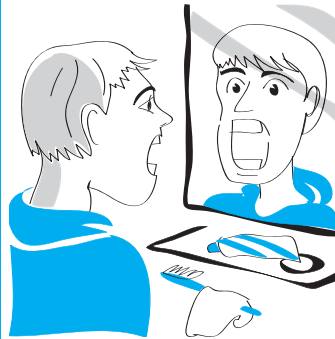
Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

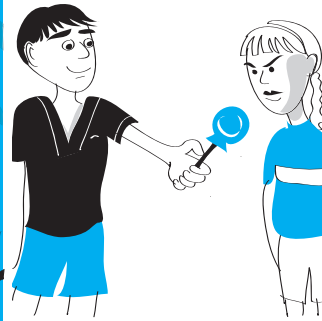
stumbles (stum' bəlz) v. walks in an unsteady way
*Tina **stumbles** when she wears her high-heeled shoes.*



peers (pērz) v. looks hard and closely at something
*Every morning he **peers** at his teeth in the mirror.*



frowns (frounz) v. looks unhappy or upset
*I always try to cheer up my friend when she **frowns**.*



expanding (iks pand' ing) v. making larger
*The balloon is **expanding** as we fill it with air.*



► Cognate (Spanish)
expandirse

strummed (strumd) v. to play a musical instrument that has strings
*He **strummed** a song on his guitar.*



melody (mel' ə dē) n. a tune
*The song has a beautiful **melody**.*

► Cognate (Spanish)
melodía



cast (kast) v. to throw
*They **cast** pennies into the water for luck.*



snare (snār) v. to catch, like in a trap
*We will try to **snare** fish from the pond. We will use nets.*



For more practice, see page 236.



Same Song



Literary Element

Alliteration and Assonance

Underline words in lines 1–12 that are examples of alliteration.

While my sixteen-year-old son sleeps,
my twelve-year-old daughter
5 stumbles into the bathroom at six a.m.
plugs in the curling iron
squeezes into faded jeans
curls her hair carefully
strokes Aztec Blue¹ shadow on her eyelids
smooths Frosted Mauve² blusher³ on her cheeks
outlines her mouth in Neon Pink
10 peers into the mirror, mirror on the wall
frowns at her face, her eyes, her skin,
not fair.

At night this daughter
stumbles off to bed at nine
15 eyes half-shut while my son
jogs a mile in the cold dark
then lifts weights in the garage
curls and bench presses
expanding biceps, triceps, pectorals,⁴
20 one-handed push-ups, one hundred sit-ups
peers into that mirror, mirror and frowns too.

To Sum Up

- The speaker's daughter puts on makeup.
- She is not happy with the way she looks.
- The speaker's son spends a lot of time working on his body.
- He is not happy with the way he looks either.

1. **Aztec Blue** is a deep blue color.

2. **Frosted Mauve** is a color that is silver mixed with pale pink or purple.

3. **Blusher** is a kind of makeup. It is used to add color to the cheeks.

4. **Biceps**, **triceps**, and **pectorals** are muscles in the arms and chest. The **bicep** is the muscle in the front of the upper arm. The **tricep** is the muscle in the back of the upper arm. The **pectorals** are muscles in the upper chest.

Maestro

He hears her
when he bows.

Rows of hands clap
again and again he bows
to stage lights and upturned faces
but he hears only his mother's voice
years ago in their small home
singing Mexican songs
one phrase at a time

while his father strummed the guitar
or picked the melody with quick fingertips.
Both cast their music in the air
for him to snare with his strings,
songs of *lunas*¹ and *amor*²
learned bit by bit.

She'd nod, smile, as his bow slid
note to note, then the trio
*voz, guitarra, violín*³
would blend again and again
to the last pure note
sweet on the tongue.

1. *Lunas* means "moons" in Spanish.
2. *Amor* means "love" in Spanish.
3. The phrase *voz, guitarra, violín* means "voice, guitar, violin" in Spanish.



Literary Element

Alliteration and Assonance

Reread line 11. What do you think the assonance in this line is supposed to sound like?

To Sum Up

- A musician finishes a performance.
- He is reminded of making music with his mother and father when he was a child.

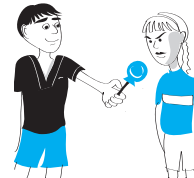
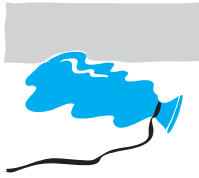
Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which picture shows something **expanding**?

2. Which picture shows someone playing a **melody**?

3. Which picture shows someone who **frowns**?



C. Check the sentence that uses the vocabulary word correctly.

4. **cast**

- ☐ Mom told me to **cast** my fishing line into the lake.
☐ I had to **cast** my fishing line because it was caught in the tree.

5. **strummed**

- ☐ I **strummed** the drums with my hands.
☐ We listened as Julian **strummed** his guitar.

Comprehension Check

A/B. Think about "Same Song" and "Maestro." Then complete the sentences.

1. The son and daughter in "Same Song" are both _____ with the way they look.
 2. The maestro thinks about his mother _____ and his father _____.

C. Think about the poems. Then answer the questions.

3. How does the daughter in "Same Song" try to make herself look better?

4. What instrument did Maestro play with his parents?



6.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

I Dream a World



and

by Langston Hughes

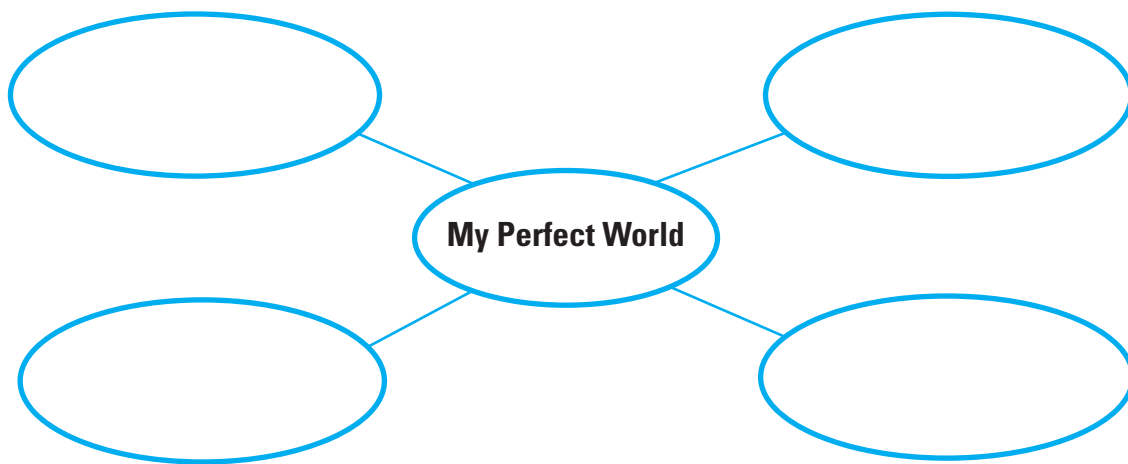
Life Doesn't Frighten Me

by Maya Angelou

Connect to the Poems

Imagine you could create the perfect world. What would it look like? Who would be in it?

Use the web below to think about your perfect world. In the outer ovals, write words and phrases that show what you want in your world.



Literary Element Rhyme

What do you notice about the words *sing* and *ring*? They end with the same sound. When words appear near each other and repeat the same sounds, they **rhyme**. In a poem, when the words at the ends of lines rhyme, it is called **end rhyme**.

The **rhyme scheme** of a poem is the pattern made by its end rhyme. You can mark a rhyme scheme with different letters to show which words rhyme. For example:

Twinkle, twinkle, little star (a)
How I wonder what you are (a)
Up above the world so high (b)
Like a diamond in the sky (b)

Rhyme can make a poem sound like music. It can also make the words easier to remember.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

scorn (skôrn) *v.* to think of as bad or not wanted
*I am afraid that the teacher will **scorn** my painting.*



peace (pēs) *n.* calm or quiet state
*After a long war, her country finally had **peace**.*



greed (grēd) *n.* the selfish wish for more than you need
*The king's **greed** for gold was so great that he started a war.*



attends (ə tendz') *v.* takes care of
*A good nurse **attends** to her patients with care.*
► Cognate (Spanish) **atender**



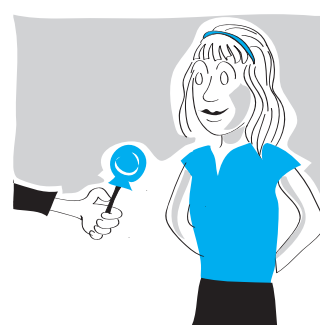
shadows (shad' ōz) *n.* dark shapes, created when something blocks light
*I put my hands in front of the lamp to make **shadows** on the wall.*



frighten (frīt' ən) *v.* to make afraid
*Snakes **frighten** me.*



strangers (strān' jərz) *n.* people or things you do not know
*My parents told me not to take candy from **strangers**.*



scream (skrēm) *n.* a sudden, sharp, loud cry
*He let out a loud **scream** when he saw the rats.*



For more practice, see page 238.



I Dream a World



Literary Element

Rhyme Underline the examples of end rhyme in the poem.



Comprehension Check

What is the message of the poem? Check the correct answer.

- ☐ The speaker wants the world to end.
- ☐ The speaker dreams of a world where everything is peaceful.
- ☐ The speaker is happy with the world the way it is.

To Sum Up

- The speaker dreams about a better world.
- He imagines that people of all races will be happy together.

I dream a world where man

No other man will scorn,

Where love will bless the earth

And peace its paths adorn.

5

I dream a world where all

Will know sweet freedom's way,

Where greed no longer saps the soul

Nor avarice¹ blights² our day.

A world I dream where black or white,

10

Whatever race you be,

Will share the bounties³ of the earth

And every man is free,

Where wretchedness⁴ will hang its head

And joy, like a pearl,

15

Attends the needs of all mankind —

Of such I dream, my world!

1. **Avarice** means "greed, or a great desire for money."

2. **Blights** means "spoils or ruins."

3. **Bounties** are generous gifts.

4. **Wretchedness** is when you are very, very unhappy.

Life Doesn't Frighten Me

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all
Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose¹
Lions on the loose
They don't frighten me at all
Dragons breathing flame
On my counterpane²
That doesn't frighten me at all

I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
They go wild
Life doesn't frighten me at all.

Tough guys in a fight
All alone at night
Life doesn't frighten me at all.



Literary Element

Rhyme There are many different rhymes in the poem. Label the lines to understand the rhyme scheme.

5

10

15

20

To Sum Up

- The speaker describes many things that could be scary.
- She says that life does not scare her.

1. Many English nursery rhymes name **Mother Goose** as their author. No one knows who Mother Goose is or where the name comes from.
2. A **counterpane** is a bedspread or quilt.



Comprehension Check

Underline the line or lines that tell you when the speaker says she gets scared.

25

Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where

Boys all pull my hair

30

(Kissy little girls

With their hair in curls)

They don't frighten me at all.

Don't show me frogs and snakes

And listen for my scream,

35

If I'm afraid at all

It's only in my dreams.

I've got a magic charm

That I keep up my sleeve,

I can walk the ocean floor

40

And never have to breathe.

Life doesn't frighten me at all

Not at all

Not at all.

Life doesn't frighten me at all.

To Sum Up

- The speaker says she only gets scared in her dreams.
- She has a magic charm to keep her from being frightened.

Vocabulary Check

A. Look at the pictures below. Then write the letter of the correct picture to answer each question.



- Which picture shows a person who **scorns** another person? _____
- Which picture shows something that would make a person **scream**? _____
- Which picture shows a person who **attends** to another person? _____

B. Replace each underlined phrase with a word.

attends

greed

shadows

strangers

- Elmer's desire for more left the rest of us with no candy. _____
- Before we played soccer together, we were people who had never met. _____
- The shapes made by the shade of the men were dancing on the ground. _____
- Juan's mother takes care of him when he is sick. _____

C. Circle the letter of the word closest in meaning to the way each vocabulary word was used in the selection.

8. **frighten**

a. pour

b. scare

c. dream

9. **peace**

a. calm

b. fear

c. anger

10. **scream**

a. whisper

b. talk

c. yell

11. **strangers**

a. unknown people

b. family

c. frightening people

**Comprehension Check**

A. Think about your perfect world. Draw a picture of it in the box below.

B. Complete each sentence with a word or phrase to complete the rhyme.

1. I see the eagle in the sky
I wonder how he flies so _____.
2. My uncle wants to go to France
To eat good food and find _____.

C. Check the best answer to each question.

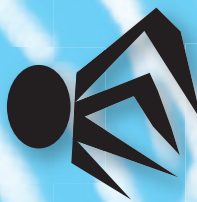
3. In your own words, describe what the speaker wants in "I Dream a World."

4. Why is the speaker in "Life Doesn't Frighten Me" not afraid? Explain.



6.3.B Analyze the function of stylistic elements in classical literature from various cultures.

6.6 Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.



ARACHNE



by Olivia E. Coolidge



Connect to the Myth

What is an activity that you are good at and enjoy? It might be a sport, a hobby, or something else. Think about why you enjoy the activity. Write about it below.

Literary Element Myth

A **myth** is a traditional story. A myth might explain a belief or a custom. It might explain something about nature. Reading myths can help you understand other groups of people.

As you read, ask yourself, what lesson about life does this myth teach?

Reading Strategy Make Generalizations About Plot

A generalization is a statement that can fit many situations. When you **make generalizations about plot**, you read the story and say how the plot might be similar to plots in other stories. For example, if you read a myth about a god who solves problems on earth, you might **generalize** that this happens in most myths.

To make generalizations about plot, think about

- what happens in the story.
- other myths you have read that have similar plots.

Selection Vocabulary Practice saying the words with a partner.

obscure (əb skyoor') *adj.* not well known
*Not many people know about the **obscure** town in the story.*

► Cognate (Spanish) **obscur(a)**

amid (ə mid') *prep.* in the middle of
***Amid** the shouts of the football fans, Amy read a book.*

mortal (môrt' əl) *adj.* sure to die; human
*All living things are **mortal** because someday they will die.*

► Cognate (Spanish) **mortal**

obstinacy (ob' stə nə sē) *n.* state of not giving in to argument; stubbornness

*Tom's **obstinacy** showed when he would not admit he was wrong.*

► Cognate (Spanish) **obstinación**

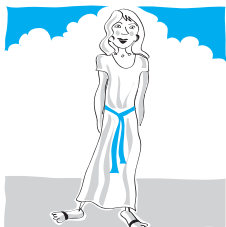
descendants (di sen' dənts) *n.* the people who come after a person in life, such as children and grandchildren

*Maria and Julio say they are **descendants** of Pancho Villa.*

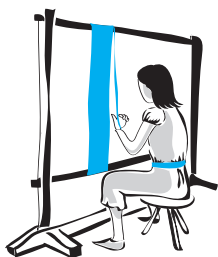
► Cognate (Spanish) **descendientes**

Content Vocabulary

maiden (mād' ən) *n.* an unmarried woman or young girl
*The main character of the fairy tale was a **maiden** with long hair.*



loom (lōom) *n.* a machine for making cloth
*The **loom** could make large pieces of cloth.*



indignantly (in dig' nənt lē) *adv.* in a way that shows anger at something unfair
*The gardeners answered **indignantly** when asked if they had watered the plants.*



compete (kəm pēt') *v.* to try to win a contest against others

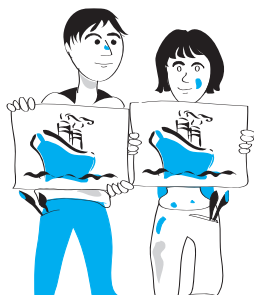
*The fastest swimmers **compete** in this race.*

► Cognate (Spanish) **competir**



equal (ēk' wəl) *adj.* the same value, size, or rank
*The artists were **equal** in their painting skills.*

► Cognate (Spanish) **igual**



pattern (pat' ərn) *n.* design
*The cloth has a **pattern** of blue and white squares.*

► Cognate (Spanish) **patrón**



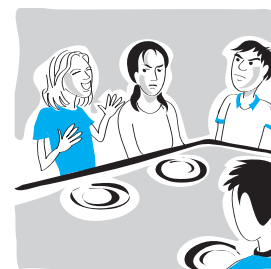
spectators (spek' tā tərz) *n.* people watching
*The **spectators** cheered when the runners finished the race.*

► Cognate (Spanish) **espectadores**



insult (in' sult) *n.* a rude or mean act or comment
*Her joke was an **insult** to my family.*

► Cognate (Spanish) **insulto**



ARACHNE

maiden (mād' ən) *n.* an unmarried woman or young girl



loom (lōom) *n.* a machine for making cloth



Comprehension Check

Vocabulary Find the first sentence with the word *skillful* and read it. Find the context clues that explain what *skillful* means. Underline the words and phrases.

To Sum Up

- Arachne is a poor girl who lives in a small town.
- Arachne makes fine thread.
- She weaves the most beautiful cloth in Greece.

Arachne was a maiden who became famous throughout Greece, though she was neither wellborn nor beautiful and came from no great city. She lived in an **obscure** little village, and her father was a humble dyer of wool. In this he was very skillful, producing many varied shades, while above all he was famous for the clear, bright scarlet which is made from shellfish, and which was the most glorious of all the colors used in ancient Greece. Even more skillful than her father was Arachne. It was her task to spin¹ the fleecy wool into a fine, soft thread and to weave it into cloth on the high, standing loom within the cottage. Arachne was small and pale from much working. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful, and her fingers, roughened as they were, went so fast that it was hard to follow their flickering movements. So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had ever seen the like of them before.

At last Arachne's fame became so great that people used to come from far and wide to watch her working. Even

Vocabulary

obscure (əb skyoor') *adj.* not well known

1. Here, **spin** means "to twist fibers into yarn or thread."

the graceful nymphs would steal² in from stream or forest and peep shyly through the dark doorway, watching in wonder the white arms of Arachne as she stood at the



distaff

loom and threw the shuttle³ from hand to hand between the hanging threads, or drew out the long wool, fine as a hair, from the distaff as she sat spinning. “Surely **Athene** herself must have taught her,” people would murmur to one another. “Who else could

know the secret of such marvelous skill?”

Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her. Praise was all she lived for, and it displeased her greatly that people should think anyone, even a goddess, could teach her anything. Therefore when she heard them murmur, she would stop her work and turn round indignantly to say, “With my own ten fingers I gained this skill, and by hard practice from early morning till night. I never had time to stand looking as you people do while another maiden worked. Nor if I had, would I give Athene credit because the girl was more skillful than I. As for Athene’s weaving, how could there be finer cloth or more beautiful embroidery than mine? If Athene herself were to come down and compete with me, she could do no better than I.”

One day when Arachne turned round with such words, an old woman answered her, a gray old woman, bent and very poor, who stood leaning on a staff⁴ and peering at Arachne **amid** the crowd of onlookers. “Reckless girl,” she

Vocabulary

amid (ə mid') *prep.* in the middle of

2. Here, to **steal** is to move quietly so that no one sees you.

3. A **shuttle** is the part of a loom that moves thread back and forth.

4. A **staff** is a long stick carried in the hand to help with walking.

Background Information

Athene The Greek goddess of wisdom and of arts and crafts is named Athene, also spelled Athena.

How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of Athene.

indignantly (in dig' nant lē) *adv.* in a way that shows noble anger at something unfair



compete (kəm pēt') *v.* to try to win a contest against others



To Sum Up

- People all over Greece say that Arachne is the best at weaving.
- People say that the goddess Athene taught Arachne how to weave.
- Arachne is angry and says she can weave better than any goddess.

equal (ēk' wəl) *adj.* the same value, size, or rank



Rest content means “be happy with.”



Literary Element

Myth Underline the sentence where people know that a goddess has come to earth.

To Sum Up

- The goddess Athene comes to earth. She hears what Arachne has said about her.
- Arachne and Athene begin a contest to see who is the best weaver.

said, “how dare you claim to be equal to the immortal gods themselves? I am an old woman and have seen much.

Take my advice and ask pardon of Athene for your words.

Rest content with your fame of being the best spinner and weaver that **mortal** eyes have ever beheld.”

“Stupid old woman,” said Arachne indignantly, “who gave you a right to speak in this way to me? It is easy to see that you were never good for anything in your day, or you would not come here in poverty and rags to gaze

60 at my skill. If Athene resents my words, let her answer them herself. I have challenged her to a contest, but she, of course, will not come. It is easy for the gods to avoid matching their skill with that of men.”

At these words the old woman threw down her staff and stood erect. The wondering onlookers saw her grow tall and fair and stand clad in long robes of dazzling white. They were terribly afraid as they realized that they stood in the presence of Athene. Arachne herself flushed red for a moment, for she had never really believed that the goddess 70 would hear her. Before the group that was gathered there she would not give in; so pressing her pale lips together in **obstinacy** and pride, she led the goddess to one of the great looms and set herself before the other. Without a word both began to thread the long woolen strands that hang from the rollers, and between which the shuttle moves back and forth. Many skeins⁵ lay heaped beside

80 them to use, bleached white, and gold, and scarlet, and other shades, varied as the rainbow. Arachne had never thought of giving credit for her success to her father’s skill in dyeing, though in actual truth the colors were as remarkable as the cloth itself.

Vocabulary

mortal (môrt' əl) *adj.* sure to die; human

obstinacy (ob' stə nə sē) *n.* state of not giving in to argument

5. **Skeins** are coils of yarn or thread tied into bundles.

Soon there was no sound in the room but the breathing of the onlookers, the whirring of the shuttles, and the creaking of the wooden frames as each pressed the thread up into place or tightened the pegs by which the whole was held straight. The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two. A pattern of many pictures was growing on her loom. There was a border of twined⁶ branches of the olive, Athene's favorite tree, while in the middle, figures began to appear. As they looked at the glowing colors, the spectators realized that Athene was weaving into her pattern a last warning to Arachne. The central figure was the goddess herself competing with Poseidon for possession of the city of Athens; but in the four corners were mortals who had tried to strive⁷ with gods and pictures of the awful fate that had overtaken them. The goddess ended a little before Arachne and stood back from her marvelous work to see what the maiden was doing.

6. **Twined** means "wrapped around each other."

7. Here, **strive** means "to battle, to fight against."

REFLECT

Make Generalizations About Plot

What lesson is this myth teaching?

PARTNERS



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

pattern (pa' tərn) *n.* design



spectators (spek' tār tərz) *n.* people watching



Literary Element

Myth What was the warning Athene wove into her cloth? Check one.

- ☐ Only the gods can take over a city.
- ☐ Bad things happen to people who weave.
- ☐ Bad things happen to people who compete with the gods.

To Sum Up

- Arachne and Athene are almost equal. Athene is faster.
- Athene weaves a warning to Arachne into her cloth.

When Arachne **stole glances** at Athene's weaving, she looked at it when no one else was watching her.

Work with a partner and try to use this expression in a sentence.

insult (in' sult) *n.* a rude or mean act or comment



Comprehension Check

Reread the boxed text.
Underline the words that tell you how the goddess worked.

To Sum Up

- Arachne sees that Athene is faster.
- Arachne weaves pictures that show bad things the gods have done to people.
- The goddess Athene gets very angry.

Never before had Arachne been matched against anyone whose skill was equal, or even nearly equal to her own. As she **stole glances** from time to time at Athene and saw the goddess working swiftly, calmly, and always a little faster than herself, she became angry instead of frightened, and an evil thought came into her head. Thus as Athene stepped back a pace to watch Arachne finishing her work, she saw that the maiden had taken for her design a pattern of scenes which showed evil or unworthy actions of the gods, how they had deceived fair maidens, resorted to trickery, and appeared on earth from time to time in the form of poor and humble people. When the goddess saw this insult glowing in bright colors on Arachne's loom, she did not wait while the cloth was judged, but stepped forward, her grey eyes blazing with anger, and tore Arachne's work across. Then she struck Arachne across the face. Arachne stood there a moment, struggling with anger, fear, and pride. "I will not live under this insult," she cried, and seizing a rope from the wall, she made a noose and would have hanged herself.

The goddess touched the rope and touched the maiden.

"Live on, wicked girl," she said. "Live on and spin, both you and your **descendants**. When men look at you they may remember that it is not wise to strive with Athene." At that the body of Arachne shriveled up, and her legs grew tiny, spindly, and distorted. There before the eyes of the spectators hung a little dusty brown spider on a slender thread.

Vocabulary

descendants (di sen' dants) *n.* the people who come after a person in life, such as children and grandchildren

All spiders descend from **Arachne**, and as the Greeks watched them spinning their thread wonderfully fine, they remembered the contest with Athene and thought that it was not right for even the best of men to claim equality with the gods.

130



Literary Element

Myth What part of the natural world does this myth explain?

Background Information

Arachne The word *arachne* means “spider” in Greek. How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of a spider.

To Sum Up

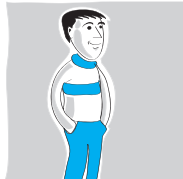
- Athene turns Arachne into a spider.
- Athene says that Arachne’s children and grandchildren will all be spiders, too.

ARACHNE

Vocabulary Check

A. Circle the picture that best fits each word.

1. **spectators**



3. **insult**



2. **pattern**



4. **maiden**



B. Unscramble the letters and write the vocabulary word that fits each clue.

5. People use this to make cloth.

molo

6. When people race they do this.

potecem

7. Two people who have the same level of skill are this.

quela

8. If someone says something that makes you angry, you might answer this way.

nadigtilnyn

C. Answer the questions about the story.

9. Why was the town that Arachne came from **obscure**? _____

10. In the story, who is **mortal**, Arachne or Athene? _____

11. How does Arachne show her **obstinacy**? _____

12. What kind of **descendants** will Arachne have? _____



Comprehension Check

A. What happens in “Arachne”? Use the diagram to tell the events in order.

Beginning

Arachne is good at _____.



Middle

Arachne thinks she is better than _____.

They have a _____.



End

Arachne weaves bad things _____.

Athene turns Arache into _____.

B. Answer the questions about the myth.

1. Who is Arachne? _____

2. Who is Athene? _____

3. What happens to Arachne in the myth? _____

4. What group of people told the story of Athene and Arachne? (Hint: Where is Arachne from?)

_____.

C. Think about the myth. Then complete the sentences.

5. The main characters in the story are _____ and _____.

6. The main event of the plot is _____.

7. This story is a myth because it is about _____ and
because it explains _____.

8. From this story I can generalize that the plots of Greek myths

_____.



Role-Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Arachne or Athene and a reporter is interviewing you before the weaving contest. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. You and your partner should both take turns reading the parts of the interviewer and of Arachne or Athene.

INTERVIEWER: What is your name?

ATHENE/ARACHNE: My name is _____

_____.

INTERVIEWER: What do you do?

ATHENE/ARACHNE: I am a _____

_____.

INTERVIEWER: What do you look like?

ATHENE: I am _____,

_____, and

_____.

ARACHNE: I am _____,

_____, and

_____.

_____.

_____.

INTERVIEWER: Why do you think you will win this weaving contest?

ATHENE/ARACHNE: I will because _____

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

6.12 Understand how to glean and use information in procedural texts and documents.

FUNCTIONAL DOCUMENTS:

Survey and Policy

FUNCTIONAL DOCUMENTS:

Survey and Policy

Connect to the Functional Documents

Think about a rule that you must follow at school. Why was the rule created? What happens if you break it? Is it fair? Talk about the rule with a partner. Work with your partner to complete the chart.

Rule	What is the purpose of the rule?	What happens if you break it?	Do you think the rule is fair? Explain.

Reading Strategy

Draw Conclusions About Meaning and Purpose

A **conclusion** is an opinion that you have after thinking about facts.

When you **draw conclusions about meaning**, you ask questions that begin with *what*.

- > What information is in the document?
- > What is the main idea?

When you **draw conclusions about purpose**, you ask questions that begin with *why*.

- > Why did someone write this?
- > Why should I read this?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

computers (kəm pū' tərz) *n.* machines that people use for getting, storing, presenting, and sending information

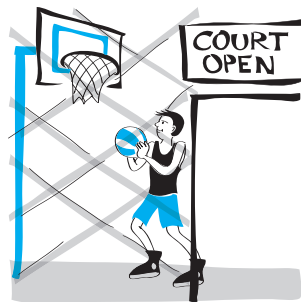
*The students use **computers** to send messages to students in other countries.*

- Cognate (Spanish) **computadoras**



access (ak' ses) *n.* permission to use something
*I have **access** to a basketball court near my home.*

- Cognate (Spanish) **acceso**

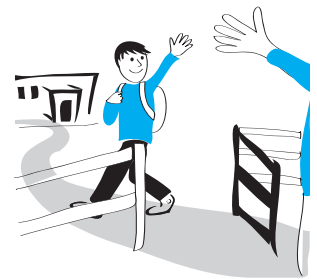


reference (ref' ə r ə ns) *adj.* used for information
*The dictionary is a great **reference** tool.*

- Cognate (Spanish) **de referencia**



trust (trust) *v.* to believe that something or someone is honest
*I usually **trust** what my parents tell me.*



violation (vī ə lā' shən) *n.* a breaking of a rule
*The man was charged with a traffic **violation**.*

- Cognate (Spanish) **violación**



privileges (priv' ə lij ə z) *n.* benefits or special rights
*She lost her television **privileges** because she did not wash the dishes.*

- Cognate (Spanish) **privilegios**



transfer (trans' fər) *v.* to move something from one place to another
*I have to **transfer** my work from paper onto the computer.*

- Cognate (Spanish) **transferir**



signature (sig' nə chər) *n.* the name of a person written by that person
*I wrote my **signature** at the end of the letter.*



For more practice, see page 241.



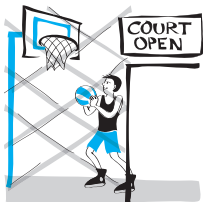
.... **Background Information**

Survey You can use a survey to collect information. A survey is a list of questions that you ask many people to answer. You look at all the answers to get the information you need.

computers (kəm pū' tərz) *n.* machines that people use for getting, storing, presenting, and sending information.



access (ak' ses) *n.* permission to use something



reference (ref' ə r ə ns) *adj.* used for information



To Sum Up

- The survey asks students about computers at school.
- It asks how students use those computers.

Middle School Technology Use Survey

1. Are there computers for students to use at your school?

- ☐ Yes
☐ No
☐ Don't know

If there are computers at your school, please answer the following questions:

2. Where are computers at your school located?

- ☐ In a computer lab
☐ In classrooms
☐ In the school library or media center
☐ Another place

3. How often do you use a computer at school?

- ☐ Daily
☐ About once a week
☐ Two to four times a month
☐ Never

4. Do you have access to the Internet at school?

- ☐ Yes
☐ No
☐ Don't know

5. How helpful is having a computer to use at school?

- ☐ Very helpful
☐ Somewhat helpful
☐ Not at all helpful

6. What do you use a computer for at school?

(Check all that apply.)

- ☐ To find out what homework has been assigned
☐ To complete homework assignments
☐ To practice skills
☐ To look up information in online reference works
☐ To play educational games
☐ To publish a newsletter, newspaper, or online magazine
☐ To create art projects
☐ Other: _____

7. How often do you use the Internet?

- ☐ Daily
- ☐ About once a week
- ☐ Two to four times a month
- ☐ Never

8. How much do you trust information from the Internet?

- ☐ Completely
- ☐ Quite a lot
- ☐ Just a little
- ☐ Not at all
- ☐ Not sure

9. If you had trouble figuring out how to do something on a computer, which would you most likely do?

- ☐ Look it up in a book or manual.
- ☐ Use the software's help menu.
- ☐ Ask a friend, family member, or teacher for help.
- ☐ Use the telephone to call a help line.
- ☐ Just keep trying until you figured it out.

10. In general, how do you think computer use has affected family and social life?

- ☐ **Kids** spend more time with family and friends.
- ☐ Kids spend less time with family and friends.
- ☐ It hasn't made much difference.

11. Do you think computer use has led kids to spend more time outdoors, less time outdoors, or it hasn't made much difference?

- ☐ More
- ☐ Less
- ☐ Hasn't made much difference

40

trust (trust) v. to believe that someone or something is honest



50

Here, **kids** refers to young people.

60

To Sum Up

- The survey asks how students use the Internet.
- It asks what students do when they have trouble using a computer.
- It asks what students think about computers in general.

Background Information

Policy A policy is a set of rules. The purpose of a policy is to make things clear.

violation (vī ə lā' shən) *n.* a breaking of a rule



privileges (priv' ə lij əz) *n.* benefits or special rights



transfer (trans' fer) *v.* to move something from one place to another



To Sum Up

- The policy is a list of rules about using school computers.
- You must agree to the rules to use the computers.
- You will not be allowed to use the computers if you break the rules.

Brainwell Middle School Computer Use Policy

This policy for the use of computer facilities,¹ equipment, and software programs belonging to the Brainwell Middle School applies to all school employees, all students, and any member of the community who uses the school's facilities, equipment, or software. You must agree to these rules or you will be denied computer use at Brainwell Middle School. Any violation of these rules may cause you to lose computer privileges at the school.

1. You may not authorize² anyone, except a faculty or staff member, to use your name, password, or files for any reason.
2. You may not use computers for anything other than schoolwork. The use of e-mail, instant messaging, and nonacademic games is not permitted.
3. You may not copy, change, or transfer any software or files provide by the school without permission from the computer supervisor.
4. Remember that it is illegal to copy any software that has a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
5. You may not tamper with terminals, computers, printers, or other associated equipment.
6. Food, drinks, chewing gum, and candy are prohibited³ near the school's computer equipment.

1. **Facilities** are buildings, rooms, or pieces of equipment that have a specific use.

2. Here, **authorize** means "allow."

3. **Prohibited** means "not allowed."

Student and Parent Acknowledgment of the Brainwell Middle School Computer Policy

My signature below indicates that I have read and understood the rules, responsibilities, and penalties listed above. I also understand that violation of the rules may result in loss of computer privileges at the school.

STUDENT SIGNATURE _____

PARENT SIGNATURE _____

DATE _____

signature (sig' nə chər) *n.* the name of a person written by that person



90



Comprehension Check

Why must the student and a parent sign the policy?

100

REFLECT

Draw Conclusions About Meaning and Purpose

What are the main ideas in the policy? Why do you think someone wrote the policy?



PARTNERS Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- You are not allowed to change or damage the computers.
- You must agree to the rules and sign the policy if you want to use the computers.

Vocabulary Check

A. Circle the picture that best answers the question.

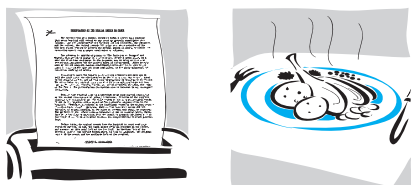
1. Which shows **access** to the school library?



3. Which shows how to **transfer** something?



2. Which could **computers** help you make?



4. Which shows someone making a **signature**?



B. On the line beside each sentence, write the vocabulary word that has the same meaning as the underlined word or phrase.

privileges

signature

trust

violation

5. _____ Rita did not believe the story she heard from others.
6. _____ I have to write my name on the attendance sheet.
7. _____ It is considered a breaking of a rule to run in the hallways at school.
8. _____ We earned the special rights to use the Internet to talk to each other.

C. Think about how each vocabulary word is used in the documents.
Then circle the word or phrase that has almost the same meaning.

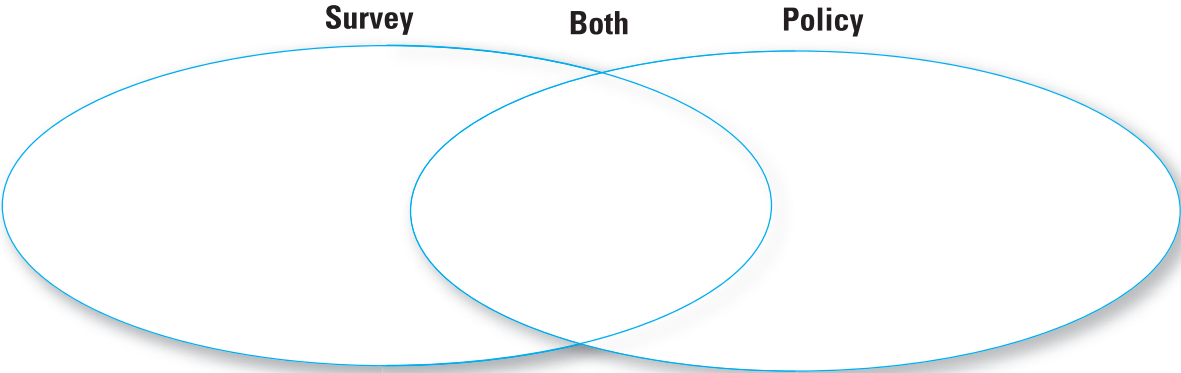
9. **privileges** losses benefits thoughts hopes
10. **reference** large facts colorful book book of facts large ideas
11. **transfer** cancel move break remove
12. **access** permission to use belief in truth special right ability to accept

Comprehension Check

A. Think about the survey and the computer policy. Then complete the sentences.

- 1. The “Middle School Technology Use Survey” asks six _____ about computer use at _____.
- 2. The survey also asks five questions about how students use computers and the Internet in general. For example, one of the questions asks: “How much do you _____ information from the Internet?”
- 3. The second document is a computer use _____. It lists six _____.
- 4. To show that a student agrees with the “Brainwell Middle School Computer Use Policy,” the student must write his or her _____ at the end of the document.

B. How are the documents that you read similar? How are they different? Complete the diagram below.



C. Think about the documents you read. Then fill in the chart.

Functional Document	Meaning: What is in the document?	Purpose: Why did someone write this document?
Survey		
Policy		

Write an Article

Imagine that you wrote the “Middle School Technology Use Survey.” You have finished collecting information. Now write an article for a technology magazine about your survey and what you learned from it.

I decided to write the “Middle School Technology Use Survey” because I wanted to know _____

_____.

There were _____ questions on my survey. The questions at the beginning of the survey asked about _____

_____. From reading the

answers to these questions, I learned that _____

_____.

I think the most interesting question was question # _____. The question asked _____

_____. Most students chose the answer

_____. I think that this is an interesting response because _____

_____.

Now that I have written and collected information about computer use, I plan to write another survey. My next survey will be about _____.

I am going to write this survey because I want to know _____

_____.

6.11 Analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support analysis.

6.10.B Explain whether facts included in an argument are used for or against an issue.

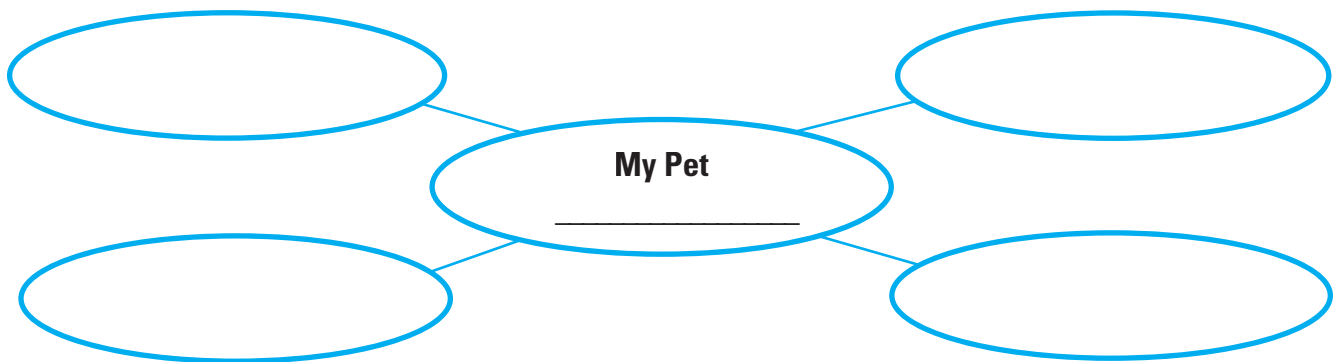
Eulogy on the Dog

by George Graham Vest



Connect to the Speech

What type of pet do you have or would like to have? What qualities or traits would your pet have? Write your answers in the web below.



Literary Element **Argument**

An **argument** is the reason a writer uses to support an opinion. Writers of speeches need to make strong arguments to convince the audience. In the speech "Eulogy on the Dog," the speaker uses words that appeal to emotion and logic.

- An appeal to emotion tries to make people feel a certain way.
- An appeal to logic tries to convince people that the argument is based on fact.

Reading Skill **Analyze Figurative Language**

Language that suggests more than the exact meaning of the words is called **figurative language**. Similes, metaphors, and personification are kinds of figurative language.

- A **simile** compares two unlike things. It uses the words *like* or *as*.
- A **metaphor** compares two unlike things. It does not use *like* or *as*.
- **Personification** describes animals, objects, or ideas as if they are human.

To **analyze figurative language**, pay attention to similes, metaphors, and personification. Think about how the figurative language makes you feel. Think about how it effects the text.

Selection Vocabulary Practice saying the words with a partner.

traitors (tra' tərz) *n. pl.* people who are not loyal
*Emil calls his friends **traitors** when they switch soccer teams.*

► Cognate (Spanish) **traidores**

reputation (rep' yə ta' shən) *n.* public opinion of something or someone
*She has a good **reputation** because she is friendly.*

► Cognate (Spanish) **reputación**

sacrificed (sak' rə fisd') *v.* gave up, usually for a good reason

*José **sacrificed** his Saturday afternoon to help his sister.*

► Cognate (Spanish) **sacrificar**

treacherous (trech' ə əs) *adj.* not loyal; dangerous
*Pirates are **treacherous** people.*

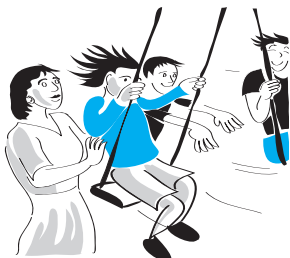
prosperity (pros per' ə tē) *n.* success, wealth, or good luck

*Mrs. Azuela has **prosperity** because she is a doctor.*

► Cognate (Spanish) **prosperidad**

Content Vocabulary

reared (rērd) *v.* raised
*My aunt and uncle **reared** two children.*



ungrateful (un grāt' fəl) *adj.* not thankful
*The mean boy is **ungrateful** for his birthday gift.*

► Cognate (Spanish) **ingrato(a)**



malice (mal' is) *n.* a desire to cause pain
*The movie villain had **malice** for the hero.*

► Cognate (Spanish) **malicia**



selfish (sel' fish) *adj.* concerned only about oneself
*It is **selfish** not to share with other people.*



fortune (fôr' chən) *n.* luck
*It was my good **fortune** to win a new car.*

► Cognate (Spanish) **fortuna**



faithful (fāth' fəl) *adj.* loyal
*Mr. Cho was a **faithful** cook for ten years.*



noble (nō' bəl) *adj.* having good qualities
*My grandmother is a **noble** woman.*

► Cognate (Spanish) **noble**



alert (ə' lurt) *adj.* watchful; quick to respond
*I am always **alert** when I cross the street.*

► Cognate (Spanish) **alerto(a)**



For more practice, see page 242.



Eulogy on the Dog

Background Information

A **eulogy** (ū' lə jē) is a speech given to honor someone who has died.



Literary Element

Argument What do you think the speaker's argument might be? Underline the words that tell you.

Warrensburg, Missouri, September 23, 1870

Gentlemen of the Jury:

The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become **traitors** to their faith. The money that a man has, he may lose. It flies away from him, perhaps when he needs it most.

10 A man's **reputation** may be **sacrificed** in a moment of ill-considered action. The people who are prone to fall on their knees to do us honor when success is with us may be the first to throw the stone of malice when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or **treacherous** is his dog. A man's dog stands by him in **prosperity** and in poverty, in health and in sickness. He will sleep on the cold ground,
20 where the wintry winds blow and the snow drives fiercely, if only he may be near his master's side. He will kiss the

To Sum Up

- This eulogy is about a dog.
- The speaker explains that life is hard and many people are selfish.
- The speaker explains that dogs are not selfish.

Vocabulary

traitors (tra' tərz) *n. pl.* people who are not loyal
reputation (rep' yə tā' shən) *n.* public opinion of something or someone
sacrificed (sak' rə fīsd') *v.* give up, usually for a good reason
treacherous (trech' ər əs) *adj.* not loyal; dangerous
prosperity (pros per' ə tē) *n.* success, wealth, or good luck

hand that has no food to offer; he will lick the wounds and sores that come in encounter with the roughness of the world. He guards the sleep of his pauper¹ master as if he were a prince. When all other friends desert, he remains. When riches take wings, and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

1. A **pauper** is a very poor person.

REFLECT

Analyze Figurative Language

Find an example of figurative language in "Eulogy on the Dog." What kind of figurative language is it? Why does the speaker use it? Explain your answer.



Talk about your answer with a partner.



Comprehension Check

How does the speaker describe a dog?



Literary Element

Argument What kind of appeal does the speaker make in the final paragraph? Check the correct answer.

- ☐ logical
☐ physical
☐ emotional

To Sum Up

- The speaker explains that dogs are always faithful.

Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which man has had good **fortune**?

2. Which dog is **alert**?



C. Think about how the vocabulary words below are used in “Eulogy on the Dog.” Then complete each sentence.

3. The woman is **noble** because _____.

4. I have a good **reputation** because _____.

Comprehension Check

A/B. Think about “Eulogy on the Dog.” Then complete the sentences.

1. George Graham Vest gives a _____ about a dog.

2. Vest thinks that a dog is a better friend than _____.

3. Vest explains that a dog is _____.

C. Think about “Eulogy on the Dog.” Then answer the questions.

4. What is the speaker’s main argument? Is the argument effective? Tell why or why not.



6.3.B Analyze the function of stylistic elements in traditional and classical literature from various cultures.

The Wolf and the House Dog



and

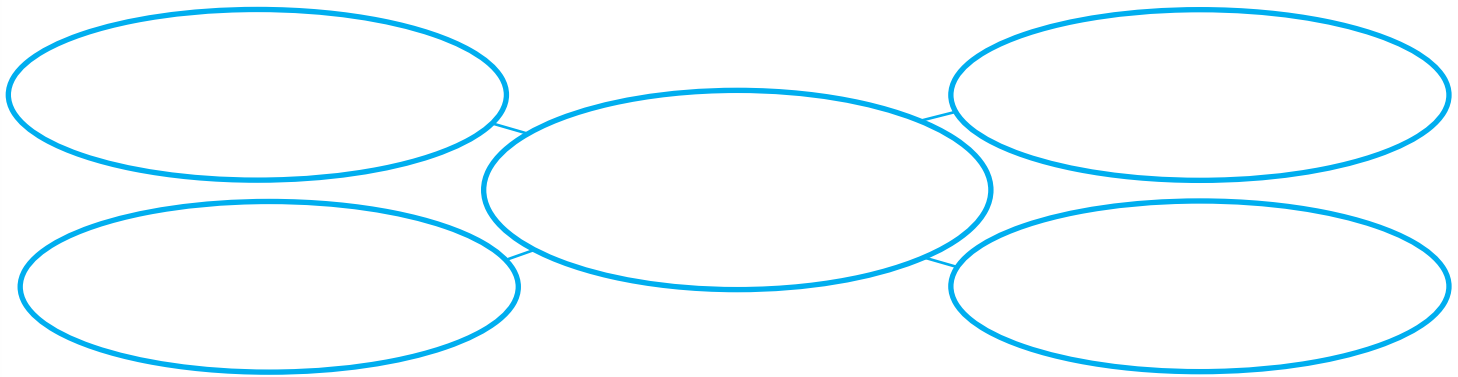
The Donkey & the Lapdog



Aesop, retold by Jerry Pinkney

Connect to the Fables

Have you ever wanted to be someone else? Why did you want to be this other person? Write your answers in the web below. In the center oval, write the name of the person you wanted to be. In the other ovals, write the reasons you wanted to be that person.



Literary Element **Fable**

A **fable** is a short tale that teaches a lesson. Characters in fables are often animals that talk and act like people.

Fables teach **morals**, or lessons about right and wrong. Morals teach truths about life. When we share fables, we pass these truths from one person to the next.

As you read a fable, ask yourself what the moral about life might be.

Reading Skill **Make Generalizations About Characters**

When you **make generalizations about characters**, you think about what you know about a character. You might know things based on what they say or do. Then you use this information to make a general statement about what the character is like.

To make generalizations about a character, think about

- what the character says and does.
- what events the character causes.
- what happens to the character at the end of the story.

Selection Vocabulary

Practice saying the words with a partner.

sleek (slēk) *adj.* with a beautiful and healthy appearance

*The horse that won the race looked **sleek** and strong.*

ease (ēz) *n.* freedom from hard work or worry

*The princess lived in **ease** at her palace.*

topped (top' əld) *v.* fell forward or tumbled over
*The stack of books **topped** to the floor.*

lamented (lə ment' id) *v.* showed sadness

*Natalia **lamented** that she dropped her cupcake on the floor.*

► Cognate (Spanish) **lamentar**

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

plump (plump) *adj.* chubby or fat

*The **plump** puppy had a round belly.*



scarce (skārs) *adj.* hard to find

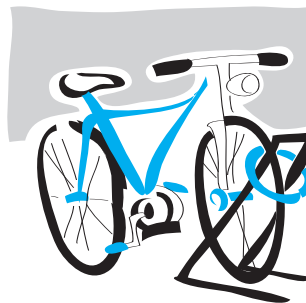
*Water is **scarce** in the desert.*

► Cognate (Spanish) **escasoa**



chain (chān) *n.* rings of metal connected together

*Quincy locks his bike with a **chain**.*



starve (stārv) *v.* to not eat for a long time

*Your puppy will **starve** if you do not feed him.*



satisfied (sat' is fid) *adj.* happy or content

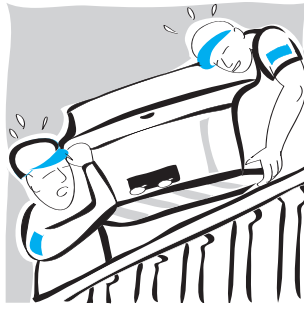
*Berenice was **satisfied** with her birthday gift.*

► Cognate (Spanish) **satisfecho(a)**



hauling (hōl' ing) *v.* to move something heavy from one place to another

*The workers were **hauling** the piano up the stairs.*



reward (ri wōrd') *v.* to give something in return for doing a deed

*Mom will **reward** us for cleaning the kitchen.*



bellowed (bel' ōd) *v.* to make a loud, deep sound

*The man with the deep voice **bellowed** the song.*



For more practice, see page 244.



The Wolf and the House Dog



Fell on hard times means “had many problems.”

plump (plump) *adj.* chubby or fat



scarce (skārs) *adj.* hard to find



Literary Element

Fable What clue tells you that this is a fable? Check one.

- ☐ The story takes place in a forest.
- ☐ The animals talk and act like people.
- ☐ The story takes place in a village.

To Sum Up

- The wolf cannot find enough food.
- She meets a dog who is plump. People feed him.
- The wolf sees something around the dog’s neck.

A wolf who lived in the forest **fell on hard times**, and could barely catch enough food to keep from starving. Soon her ribs were showing through her coat, and she could hardly sleep at night for hunger.

One day the wolf happened to meet a **sleek**, plump dog from the village. Puzzled, the wolf looked him over and exclaimed, “How is it that you appear to be so well-fed, when game¹ has been so scarce?”

10 “I never have to hunt for game,” boasted the dog. “My master feeds me meat from his own plate, and the servants give me scraps from the kitchen every day. All I have to do is bark at every stranger that comes near and keep watch over the house by night.”

The wolf could hardly believe her ears. “If I find a family to take me in,” she asked, “will they treat me the same way?”

20 “No doubt of it!” the dog replied. “Just come along with me and I’ll find you a place.” Eagerly the wolf trotted beside the dog. But as they left the shadow of the trees, the wolf saw something near the dog’s neck flash in the bright sunlight.

“Pardon me, but what is that around your neck?” she asked.

“Oh, nothing,” said the dog. “It’s just the ring on my

Vocabulary

sleek (slēk) *adj.* with a beautiful and healthy appearance

1. **Game** refers to wild animals that people hunt for food.

collar where they fasten me to the chain."

"Chain!" cried the wolf in horror, **stopping in her tracks**.

"Of course," said the dog. "They chain us up at night, so we won't run away." The dog looked over his shoulder. "Why did you stop, Wolf? Aren't you coming?"

"Certainly not," said the wolf. "You may go back to your master, if you will. But I'd rather starve to death in the woods than eat one meal with a chain around my neck."

Lean freedom is better than fat slavery.

chain (chān) *n.* rings of metal connected together



Stopping in her tracks means "stopping suddenly without slowing down."

starve (stārv) *v.* to not eat for a long time



Comprehension Check

In the fable, the dog has food to eat, but the wolf is free. Which thing do you think is more important? Why?

To Sum Up

- The wolf learns that the dog is chained up every night.
- For the wolf, freedom is more important than food.

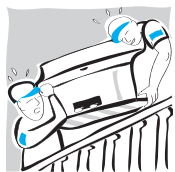
The Donkey & the Lapdog



satisfied (sat' is fid) *adj.* happy or content



hauling (hól' ing) *v.* to move something heavy from one place to another



reward (ri wôrd') *v.* to give something in return for doing a deed



To Sum Up

- The donkey wants to be treated like a little dog.
- He goes to the house and acts like a dog.
- He makes a mess and breaks the dishes.

A farmer had a little dog that he kept constantly by his side. The farmer also had a donkey, who lived in a warm stable and got plenty of fresh grain and sweet hay. But the donkey was not satisfied with his lot.¹

"I slave all day, hauling wood or pulling the cart to market," the donkey grumbled. "And then I'm shut in the stable, while that dog sleeps on the master's lap and eats from his plate!" Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of **ease**.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk² about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table **topped** over and dishes went flying.

"Now I'll sit on his lap!" said the donkey to himself, and he put his heavy hooves up on the master's chair.

"Help! Save me from this mad beast!" bellowed the terrified farmer. His servants came running and, with shouts and blows, drove the donkey back to the stable.

Vocabulary

ease (ēz) *n.* freedom from hard work or worry
topped (top' əld) *v.* fell forward or tumbled over

1. A person's **lot** is how that person lives life.
2. To **frisk** is to jump around playfully.

"I suppose I'm a fine donkey," the donkey **lamented**,
 "but I'll never be a lapdog!"
What's right for one may be wrong for another.

Vocabulary

lamented (lə ment' id) v. showed sadness

bellowed (bel' ōd) v. to make a loud, deep sound



Background Information

Aesop was the author of many fables. He lived long ago, and we do not know much about him. But people all over the world know his fables.



Literary Element

Fable Reread the last line of the fable. Do you agree with the writer? Tell why or why not.

REFLECT

Make Generalizations About Characters

Think about the dogs in both fables. What generalization can you make about the dogs?



PARTNERS Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- The donkey scares the people.
- The donkey knows he is a good donkey.
- Now he knows that he cannot be a dog.



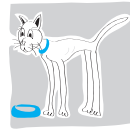
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person is **hauling** something?



3. Which animal is **plump**?



2. Which person looks **satisfied**?



4. Which picture shows a **chain**?



B. Think about the meaning of each boldface word. Then write the word on the line next to its meaning.

bellowed

reward

scarce

starve

5. to be very hungry _____

6. something for a good deed _____

7. make a loud, deep sound _____

8. difficult to find _____

C. Circle the correct meaning for each vocabulary word. Then write the word in a sentence on the line provided.

9. **sleek**

dirty

healthy

fat

10. **lamented**

showed sadness

showed happiness

showed anger

11. **toppled**

laid down

stood straight

fell over

12. **ease**

worry

rest and relaxation

hard work

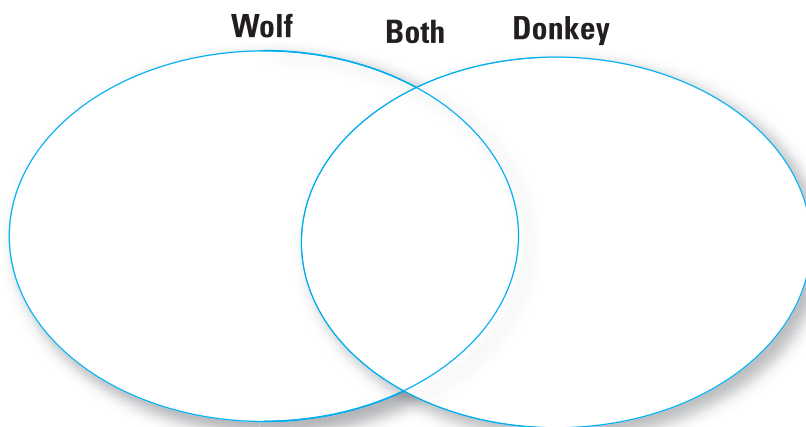


Comprehension Check

A. Think about the story events in the fables. Then fill in the blank to complete each sentence correctly.

1. The _____ wants a master to feed her.
2. The house dog in the first fable wears a _____ at night.
3. The _____ does not want to wear a chain.
4. The _____ wants to live in the house and eat with the master.
5. The donkey realizes that he is a better _____ than a _____.

B. Compare the wolf and the donkey. How are they alike? How are they different?



C. Think about the story events in the fables. Then fill in the blanks to complete each sentence.

6. The characters in the fables who want different lives are the _____ and the _____.
7. The wolf wants _____.
8. The donkey wants _____.
9. The wolf decides that _____.
10. The donkey learns that he is better at _____.



Write and Explain Morals

You have learned morals from both fables. After Morals 1 and 2 below, write why each is important to remember. After Moral 3, write your own moral and explain why you should remember it.

Lessons I Have Learned

Moral 1: *Freedom is very important. Even if you cannot eat, it is better to be free.*

I should remember this moral because

Moral 2: *Always remember who you are. Sometimes what is good for others is not so good for you.*

I should remember this moral because

Moral 3:

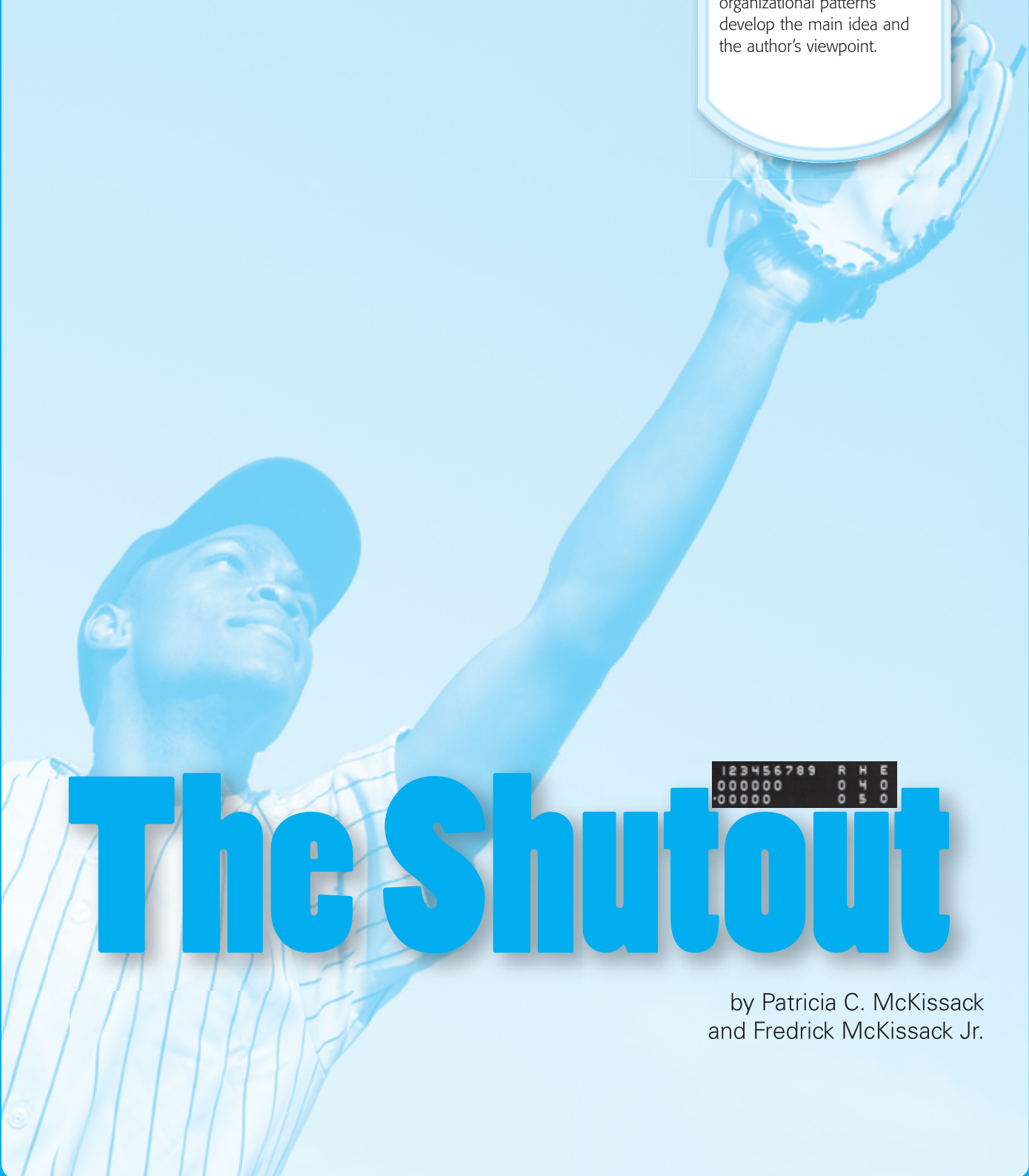
I should remember this moral because

TX

TEKS

RC-6.C Monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions).

6.10.C Explain how different organizational patterns develop the main idea and the author's viewpoint.



The Shutout

1	2	3	4	5	6	7	8	9	R	H	E
0	0	0	0	0	0	0	0	0	0	4	0
0	0	0	0	0	0	0	0	0	0	5	0

by Patricia C. McKissack
and Fredrick McKissack Jr.

The Shutout

Connect to the Essay

Think about a team, club, or group that you would like to belong to. How would you feel if members of the group said that you could not join the group? What would you do? Write your answers below.

Literary Element Text Structure

Text structure is the way a selection is organized. One common text structure is **chronological order**. Chronological order is time order. The story events happen in this order: first, next, and last.

Understanding chronological order can help you remember what you read. To identify the order, look for the following:

- dates
- signal words, such as *first*, *next*, *then*, *later*, and *finally*

Reading Strategy Monitor Comprehension

When you **monitor comprehension**, you check to make sure you understand what you are reading. To check your understanding, you can

- ask yourself “Does this make sense?”
- read the text again until you understand.
- ask questions about the reading and look for the answers.
- predict what will happen next.

Selection Vocabulary Practice saying the words with a partner.

uniquely (ū nēk' lē) *adv.* in a certain and special way

*This dance is **uniquely** Mexican.*

rivaling (rī' vəl ing) *v.* trying to be almost as good as; competing with

*This new kid is **rivaling** some of the great boxers of history.*

privileged (priv' ə lijd) *adj.* having a right or advantage

*The older students are **privileged** to eat lunch outside.*

► Cognate (Spanish) **privilegiado(a)**

portrayed (pôr trād') *v.* showed or pictured

*The painting **portrayed** the woman as happy.*

documentation (dok' yə mən tā' shən) *n.* written proof

*The **documentation** supported what he said.*

► Cognate (Spanish) **documentación**

Content Vocabulary

bases (ba' sēz) *n.* the four corners of a baseball field
*Malik ran around all four **bases** during the game.*

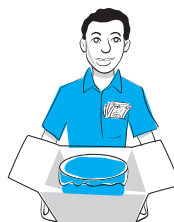
► Cognate (Spanish) **bases**



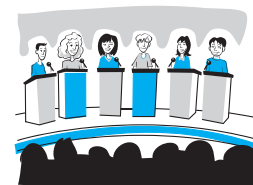
enthusiasts (en thōō' zē asts) *n.* people who are very interested in something
*Walking **enthusiasts** enjoy walking often.*



profit (prof' it) *n.* money that a business makes and keeps
*Loc made a **profit** from selling homemade cakes.*



compete (kəm pēt') *v.* to play against each other, as in a game or contest
*Six students will **compete** in the contest.*



voted (vōt' əd) *v.* made a choice in an election or other decision
*I **voted** in the student election.*

► Cognate (Spanish) **votar**



admit (ad mit') *v.* to include or allow to enter
*The movie theater will **admit** us if we buy tickets.*

► Cognate (Spanish) **admitir**



division (di vizh' ən) *n.* a split or breaking up into parts
*A **division** of votes caused a tie for class president.*

► Cognate (Spanish) **división**



exclude (iks klōōd') *v.* to leave out or keep out
*My friends wanted to **exclude** Raquel from the party planning, but I included her.*



For more practice, see page 245.



The Shutout

1	2	3	4	5	6	7	8	9	R	H	E
0	0	0	0	0	0	0	0	0	0	4	0
0	0	0	0	0	0	0	0	0	0	5	0

Background Information

In this selection, *shutout* has two meanings. In baseball, a *shutout* happens when a team does not score any runs. *Shutout* is also a metaphor for a time in United States history when African American players were “shut out” of all-white baseball teams.

bases (ba' sēz) *n.* the four corners of a baseball field



If you have **free time**, you have time to do whatever you want to do.

To Sum Up

- There are many stories in the history of baseball. Some stories are not true.
- Soldiers first batted balls and ran bases during George Washington's time.
- Baseball was not invented by a single person.

The history of baseball is difficult to trace because it is embroidered with wonderful anecdotes¹ that are fun but not necessarily supported by fact. There are a lot of myths that persist about baseball—the games, the players, the owners, and the fans—in spite of contemporary research that disproves most of them.

For example, the story that West Point cadet² Abner Doubleday “invented” baseball in 1839 while at Cooperstown, New York, continues to be widely accepted, even though, according to his diaries,

¹⁰ Doubleday never visited Cooperstown. A number of records and documents show that people were playing stick-and-ball games long before the 1839 date.

Albigece Waldo, a surgeon with George Washington's troops at Valley Forge,³ wrote in his diary that soldiers were “batting balls and running **bases**” in their **free time**. Samuel Hopkins Adams (1871–1958), an American historical novelist, stated that his grandfather “played baseball on Mr. Mumford's pasture” in the 1820's.

²⁰ Although baseball is a **uniquely** American sport, it was not invented by a single person. Probably the game

Vocabulary

uniquely (ū nek' lē) *adv.* in a certain and special way

- ¹ **Anecdotes** are short stories about events. People tell them to entertain or to give an example.
- ² **West Point** is the United States Military Academy in New York. A **cadet** is a student at the academy.
- ³ **Valley Forge** is in Pennsylvania. George Washington and his Continental Army camped there during the winter of 1777–1778.

evolved⁴ from a variety of stick-and-ball games that were played in Europe, Asia, Africa, and the Americas for centuries and brought to the colonies by the most diverse⁵ group of people ever to populate a continent. More specifically, some historians believe baseball is an outgrowth of its **first cousin**, *rounders*, an English game. Robin Carver wrote in his *Book of Sports* (1834) that “an American version of rounders called *goal ball* was **rivaling** cricket⁶ in popularity.”

It is generally accepted that by 1845, baseball, as it is recognized today, was becoming popular, especially in New York. In that year a group of baseball enthusiasts organized the New York Knickerbocker Club. They tried to standardize⁷ the game by establishing guidelines for “proper play.”

The Knickerbockers’ rules set the playing field—a diamond-shaped infield with four bases (first, second, third, and home) placed ninety feet apart. At that time, the pitching distance was forty-five feet from home base and the “pitch” was thrown underhanded. The three-strikes-out rule, the three-out inning, and the ways in which a player could be called out were also specified. However, the nine-man team and nine-inning game were not established until later. Over the years, the Knickerbockers’ basic rules of play haven’t changed much.

In 1857–1858, the newly organized National Association of Base Ball Players was formed, and baseball became a business. Twenty-five clubs—mostly from eastern states—formed the Association for the purpose of setting rules and guidelines for club and team competition. The Association

Vocabulary

rivaling (rī' val ing) *v.* trying to be almost as good as; competing with

4. Something that has **evolved** has changed and grown slowly over time.

5. A **diverse** group is made up of different kinds of people.

6. **Cricket** is an English ball game that is a lot like baseball.

7. To **standardize** means “to make something the same everywhere.”

Here, **first cousin** means that rounders is in the same “family” of games as baseball.

Follow along as your teacher leads the class in reading the text aloud.

enthusiasts (en thōō' zē asts) *n.* people who are very interested in something



Literary Element

Text Structure What happened first? Check one.

- ☐ The National Association of Base Ball Players formed.
- ☐ Baseball became a successful business.
- ☐ Baseball enthusiasts formed the New York Knickerbocker Club.

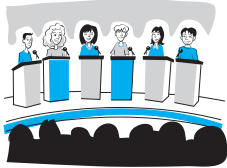
To Sum Up

- People from other parts of the world brought games like baseball to the United States.
- In 1845, the New York Knickerbocker Club formed. The club set up rules for playing baseball.
- In 1857–1858, the National Association of Base Ball Players formed.

profit (prof' it) *n.* money that a business makes and keeps



compete (kəm pēt') *v.* to play against each other, as in a game or contest



Comprehension Check

Underline the sports that were more popular than baseball in the South.

To Sum Up

- By 1860, there were sixty baseball teams in the National Association of Base Ball Players.
- There were no teams from the South in the National Association of Base Ball Players.
- Baseball grew slowly during the Civil War. African Americans started to play baseball.

defined a professional player “as a person who played for money, place, or emolument (profit).” The Association also authorized an admission fee for one of the first “all-star” games between Brooklyn and New York. Fifteen hundred people paid fifty cents to see that game. Baseball was on its way to becoming the nation’s number-one sport.

By 1860, the same year South Carolina seceded⁸ from the Union,⁹ there were about sixty teams in the Association. For obvious reasons none of them were from the South.

60 Baseball’s development was slow during the Civil War years, but teams continued to compete, and military records show that, sometimes between battles, Union soldiers chose up teams and played baseball games. It was during this time that records began mentioning African-American players. One war journalist noted that black players were “sought after as teammates because of their skill as ball handlers.”

Information about the role of African Americans in the early stages of baseball development is slight. Several West 70 African cultures had stick-and-ball and running games, so at least some blacks were familiar with the concept of baseball. Baseball, however, was not a popular southern sport, never equal to boxing, wrestling, footracing, or horse racing among the **privileged** landowners.

Slave owners preferred these individual sports because they could enter their slaves in competitions, watch the event from a safe distance, pocket the winnings, the personally never raise a sweat. There are documents to show that slave masters made a great deal of money from

Vocabulary

privileged (priv' ə lijd) *adj.* having a right or advantage

8. When the Southern states **seceded**, they separated from the United States of America. These states called themselves the Confederate States of America.

9. **Union** refers to the northern states during the American Civil War. These states fought against the Southern states, or Confederacy.

the athletic skills of their slaves.

80

Free blacks, **on the other hand**, played on and against integrated¹⁰ teams in large eastern cities and in small midwestern hamlets.¹¹ It is believed that some of the emancipated¹² slaves and runaways who served in the Union Army learned how to play baseball from northern blacks and whites who had been playing together for years.

After the Civil War, returning soldiers helped to inspire a new interest in baseball all over the country. Teams sprung up in northern and Midwestern cities, and naturally African Americans were interested in joining some of these clubs. But the National Association of Base Ball Players had other ideas. They voted in December 1867 not to admit any team for membership that “may be composed of one or more colored persons.” Their reasoning was as irrational¹³ as the racism that shaped it: “If colored clubs were admitted,” the Association stated, “there would be in all probability some

Here, **on the other hand** means “in contrast,” or “in a different way (from slaves).”

voted (vōt' əd) v. made a choice in an election or other decision



90

admit (ad mit') v. to include or allow to enter



10. **Integrated** teams had both African American and white players.

11. A **hamlet** is a small village or town.

12. **Emancipated** slaves have been freed from slavery.

13. **Irrational** describes something that is not sensible or logical.

REFLECT

Monitor Comprehension

How did the Civil War help to spread baseball around the country? Reread pages 118–121 if you do not know the answer.



Talk about your answer with a partner.

To Sum Up

- Former slaves learned baseball from Union soldiers. Free African Americans played on some baseball teams.
- After the Civil War, baseball teams formed all over the country.
- The National Association of Base Ball Players did not admit any teams with African American players.

division (di vizh' ən) *n.* a split or breaking up into parts



exclude (iks klōōd') *v.* to leave out or keep out



Comprehension Check

Vocabulary A *patchwork* is something made of patches or pieces. Why is history of the leagues like patchwork?

To Sum Up

- Major league teams kept most African Americans out.
- African Americans made their own leagues.
- Facts about the "Negro Leagues" are hard to find.

division of feeling whereas, by excluding them no injury could result to anyone . . . and [we wish] to keep out of the convention the discussion of any subjects having a political bearing as this [admission of blacks on the Association teams] undoubtedly would."

So, from the start, organized baseball tried to limit or exclude African-American participation. In the early days a few black ball players managed to play on integrated minor league teams. A few even made it to the majors, but by the turn of the century, black players were shut out of the major leagues¹⁴ until after World War II. That doesn't mean African Americans didn't play the game. They did.

Black people organized their own teams, formed leagues, and competed for championships. The history of the old "Negro Leagues" and the players who barnstormed¹⁵ on black diamonds is one of baseball's most interesting chapters, but the story is a researcher's nightmare. Black baseball was outside the mainstream of the major leagues, so team and player records weren't well kept, and for the most part, the white press ignored black clubs or **portrayed** them as clowns. And for a long time the Baseball Hall of Fame didn't recognize any of the Negro League players. Because of the lack of **documentation**, many people thought the Negro Leagues' stories were nothing more than myths and yarns, but that is not the case. The history of the Negro Leagues is a patchwork of human drama and comedy, filled with legendary heroes, infamous owners, triple-headers, low pay, and long bus rides home—not unlike the majors.

Vocabulary

portrayed (pôr trād') *v.* showed or pictured

documentation (dok' yə mən tā' shən) *n.* written proof

¹⁴. **Major leagues** are the highest, toughest level of baseball. Young players usually play on an easier **minor league** team until they become better.

¹⁵. Players who **barnstormed** traveled to small towns in the United States to play baseball games.

The Shutout

Vocabulary Check

A. Write the correct word under the picture.

bases

compete

enthusiasts

profit



1. _____ 2. _____ 3. _____ 4. _____

B. Write the vocabulary word that has the same meaning as the underlined word or words.

admit

division

exclude

voted

5. _____ Do not keep out Romi from the party.
6. _____ A separation caused a disagreement between the players.
7. _____ This key will let in any guest of the hotel.
8. _____ I cast my ballot for Cristina to be the student president.

C. Check the best answer to each question.

9. If baseball is a **uniquely** American sport, it is

- ☐ a sport that began in America.
- ☐ a sport that began in other countries.
- ☐ very hard to play in other countries.

10. Two teams that are **rivaling** each other

- ☐ are good friends.
- ☐ do not know each other.
- ☐ have about the same skill level.

11. **Privileged** landowners are

- ☐ hard-working.
- ☐ wealthy.
- ☐ interesting.

12. African American teams were **portrayed** as

- ☐ professional athletes.
- ☐ clowns.
- ☐ slaves.

13. There is little **documentation** on the "Negro Leagues" because

- ☐ whites did not write about them and blacks were shut out of society.
- ☐ they were not allowed to play baseball.
- ☐ the players wanted to keep secrets.

The Shutout

Comprehension Check

A. Think about the essay. Then complete the sentences.

1. Before 1845, people were playing games that had _____.
2. In 1867, the National Association of Base Ball Players voted to keep _____
_____ out of baseball.
3. African American players formed their own _____.

B. Write the events of “The Shutout” in chronological order.

Time	Event
before 1839	People played stick-and-ball games.
1845	
1857–1858	
Civil War	
1867	

C. Circle the letter of the best answer to each question.

4. Who invented baseball?
 - a. It was invented by George Washington.
 - b. It was invented by the National Association of Base Ball Players.
 - c. It evolved from games from other cultures.
5. Who taught emancipated slaves in the Union Army about baseball?
 - a. runaways from the south
 - b. the New York Knickerbocker Club
 - c. northern African American and white soldiers
6. Why did African American players start their own leagues?
 - a. All-white leagues would not let them play on their teams.
 - b. African American players wanted better leagues.
 - c. Baseball fans asked for more teams.



6.7 Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support understanding.

from

Elie Wiesel:

*Voice from
the Holocaust*



by Michael A. Schuman



Connect to the Biography

Some people grow up during very difficult times. Think about difficult times and list three examples. Then tell about a person you know who has been through a difficult time.

Three examples of difficult times are _____

I know someone who lived through _____. It was difficult because _____.

Literary Element Author's Purpose

Authors write to entertain, inform, persuade, or describe things, including emotions. Authors often write for more than one purpose. In *Elie Wiesel: Voice from the Holocaust*, one of the author's purposes is to inform readers about the life of a brave man.

Knowing the **author's purpose** can help you get more information as you read. For example, when you know the author's purpose is to inform, you can look for important facts.

As you read, ask yourself these questions:

- What is the main reason the author wrote this selection?
- How does the author's purpose help me learn about the text?

Reading Skill Analyze Tone

Have you ever noticed how much you can tell from the sound of someone's voice? Their **tone** of voice gives you clues about how that person feels. Authors cannot use their voices, so they set tone in different ways. They use words and details to express how they feel about the subject.

To **analyze tone**, ask yourself these questions as you read:

- How would this sound if someone said it out loud?
- What does the author's word choice show about the subject?
- How does the author feel about the subject?

Selection Vocabulary Practice saying the words with a partner.

distinguished (dis ting' gwisht) *adj.* someone or something that deserves respect

*The **distinguished** scientist wins many awards for his work.*

► Cognate (Spanish) **distinguido(a)**

achievements (ə chēv' ments) *n.* goals reached through hard work or skill

*The coach is proud of the **achievements** of her winning team.*

recognition (rek əg nish' ən) *n.* appreciation shown for an achievement, service, or merit
*The mayor gives **recognition** to the volunteers who help clean the park.*

tortured (tôr' chərd) *v.* hurt badly on purpose
*The soldiers **tortured** the enemy prisoner to get information.*

► Cognate (Spanish) **torturar**

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

intently (in tent' lē) *adv.* with close attention
*Anabel watches her son **intently** as he crosses the street.*



ceremonial (ser' ə mō' nē əl) *adj.* formal and linked to special occasions
*The minister wears his **ceremonial** robe.*

► Cognate (Spanish) **ceremonial**



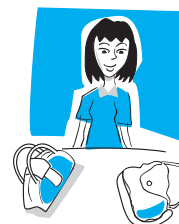
brutal (brōōt' əl) *adj.* violent and without feeling
*Many soldiers were hurt in the **brutal** battle.*

► Cognate (Spanish) **brutal**



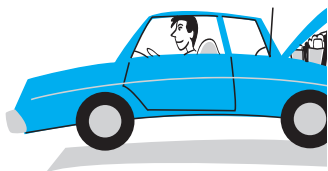
inferior (in fer' ē ər) *adj.* not as good as something else
*This plastic purse is **inferior** to that leather one.*

► Cognate (Spanish) **inferior**



transported (trans pôrt' əd) *v.* moved from one place to another
*Gabriel **transported** all the food for the party in his car.*

► Cognate (Spanish) **transporte**



catastrophe (kə tas' trə fē') *n.* a huge, terrible event
*The flood is a **catastrophe** for our town.*

► Cognate (Spanish) **catástrofe**



menace (men' is) *n.* someone or something that could do harm
*A hurricane is a **menace** to people who live near the ocean.*

► Cognate (Spanish) **amenaza**



denounced (di nouns'd') *v.* spoke strongly against
*In her speech, Elena **denounced** lying and stealing.*

► Cognate (Spanish) **denunciar**



For more practice, see page 247.



from Elie Wiesel:

Voice from
the Holocaust



intently (in tent' lē) *adv.* with close attention



ceremonial (ser' ə mo' nē əl) *adj.* formal and linked to special occasions



Pay tribute to means "to honor in a public way."

To Sum Up

- Elie Wiesel won the Nobel Peace Prize.
- The Nobel Peace Prize is one of the world's greatest honors.
- Elie Wiesel's family lived in Rumania in the 1930s.

The people in the audience, all **distinguished** men and women, listened intently to every word spoken by the shy, sad-eyed man standing at the podium. Except for



podium

the clicking of camera shutters, there was hardly a sound from those gathered in the ceremonial hall at the University of Oslo in Norway. They paid rapt attention to the speaker, who was talking of his experience of both horrors and honors as he accepted

10 the greatest award of his life.

The lecturer was Elie Wiesel and he was receiving the Nobel Peace Prize for 1986. Nobel Prizes **pay tribute** each year to men and women whose **achievements** have affected citizens all over the world. Nobel Prizes are awarded in the sciences, literature, and economics, but the Nobel Peace Prize could be the most highly regarded of them all. Wiesel was chosen for his work as a writer, teacher, philosopher, and advocate¹ of peace.

20 There was a time in Wiesel's life when it looked as if he would never live to become an adult, let alone win such special **recognition**. Wiesel grew up in a village in Rumania² in eastern Europe with his parents and three

Vocabulary

distinguished (dis ting' gwisht) *adj.* someone or something that deserves respect

achievements (ə chēv' ments) *n.* goals reached through hard work or skill

recognition (rek əg nish' ən) *n.* appreciation shown for an achievement, service, or merit

1. An **advocate** is someone who works to make something happen.

2. **Rumania** is another way to spell Romania, which is a country in Eastern Europe.

sisters in the 1930s. In 1939, World War II broke out, and their lives were changed forever.

Most young people at age fifteen spend their time attending school, playing sports, or falling in love for the first time. But when Elie was fifteen, he and his family were taken from their home by police serving the German Nazis who had occupied Rumania. Under Adolf Hitler, who had established what was likely the most **brutal** dictatorship³ in the twentieth century, the Nazis had embarked on a course of evil that included killing all Jewish people as well as many others they considered **inferior** to themselves.

The Nazis had conquered almost all of Europe and in each of the countries they occupied, they captured Jews who were living peacefully in towns or villages and sent them to concentration camps, confined areas like prisons where they had to work as slaves. Many of the Jews were **tortured** and most were later put to death at separate death camps, which were built specifically for killing Jews and other “undesirables” like Gypsies. In many cases, the death camps were on the grounds of the larger concentration camps.

The Wiesel family was first sent to Auschwitz,⁴ a concentration camp in Poland, where Elie’s youngest sister and his mother were killed in gas chambers, small rooms filled with poisonous gas. His two older sisters were separated from the family and taken elsewhere. Meanwhile, Elie and his father were **transported** to a concentration camp in Germany called Buchenwald,⁵ where his father died from hunger and disease. It was only after the U.S. Army liberated⁶ Buchenwald three months later that Elie, then sixteen, was rescued.

Vocabulary

tortured (tōr’ chərd) *v.* hurt badly on purpose

3. **Dictatorship** (dik’ tā’ tər ship’) is a government where one ruler has total control.

4. **Auschwitz** (oush’ vits) is a concentration camp in Poland where over 4 million people were killed.

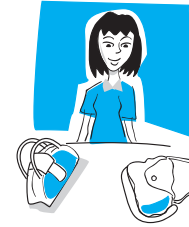
5. **Buchenwald** (book’ ən wôld’) is a concentration camp in Germany.

6. When the U.S. Army **liberated** Buchenwald, they freed the prisoners there.

brutal (brōōt’ əl) *adj.* violent and without feeling



inferior (in fer’ ē ə) *adj.* not as good as something else



Comprehension Check

What happened to Elie when he was fifteen?

- ☐ He attended school, played sports, and fell in love.
- ☐ He joined the army in Rumania to help fight the Nazis.
- ☐ Police took him and his family from their home.

transported (trans pôrt’ əd) *v.* moved from one place to another



To Sum Up

- The Nazis tortured and killed many people, such as Jews.
- The Nazis took the Wiesel family.
- Elie was separated from his family and taken to Buchenwald.

catastrophe (kə tas' trə fē') *n.* a huge, terrible event



menace (men' is) *n.* someone or something that could do harm



denounced (di nouns'd') *v.* spoke strongly against



Literary Element

Author's Purpose Which word best describes the author's purpose?

- ☐ entertain
- ☐ inform
- ☐ persuade

To Sum Up

- Elie Wiesel wrote and talked about his life.
- He told people to work for fair treatment of all people.
- Wiesel received the Nobel Peace Prize, fifty years after a German man warned people about Hitler.

As an adult, Wiesel used the memories of his terrifying teenage years to try to ensure that such a catastrophe would never happen again. He did so by writing books and teaching at colleges about his experiences, warning that this type of terror could be repeated if bad dictatorships were not challenged, and advocating fair treatment for all oppressed⁷ peoples of the world. A religious man, Wiesel has spent his life urging people to reject bigotry,⁸ hatred, and violence.

In fact, Wiesel is given credit as one of the first people to use the term Holocaust to describe the Nazi mass killings, a word that is accepted by most people as the official label for those murders.

As he gave his acceptance speech in Oslo, Wiesel brought his fourteen-year-old son up to the podium, to demonstrate the fact that despite years of oppression, Jews continued to survive.

There was a bit of irony in the awarding of Wiesel's 1986 prize. Exactly fifty years earlier, the Nobel Peace Prize was given to a German pacifist named Carl von Ossietzky, who had tried to warn the people of his country about the growing strength of the Nazi party and the menace to peace it represented. Many at the time, even those who were moderates, denounced the honoring of Ossietzky with the prize as being an insult to the German government.

Wiesel's message about speaking out and challenging evil leaders seemed even more poignant⁹ with that anniversary in mind.

At the end of his speech, Wiesel thanked the Norwegians, who responded by applauding in gratitude. As

7. People who are **oppressed** are harmed by people with power.

8. **Bigotry** is unfairness to people who are different.

9. Something that is **poignant** (poin' yant) makes one feel sad or thoughtful.

he left the auditorium and walked out into the cold Oslo afternoon, people on the street applauded him too. Smiling, Wiesel turned to his family and friends and hugged them, realizing that his survival had meaning for humankind.

REFLECT

Analyze Tone

How would you describe the tone of this selection? Think about how the writer feels about his subject. Find some of the words the writer uses to describe Elie Wiesel and include them in your answer.



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- ▶ Elie Wiesel's life helped the world.

Vocabulary Check

A. Label each picture with the word that matches it.

inferior

intently

menace

transported



1. _____ 2. _____ 3. _____ 4. _____

B. Replace each underlined phrase with a word.

brutal

catastrophe

ceromonial

denounced

5. Marines wear special, decorative swords on formal occasions. _____
6. Olga said harsh words about that group of kids. _____
7. A hurricane is a terrible disaster. _____
8. The criminal was jailed for his violent acts. _____

C. Write the letter of the word closest in meaning to the way each vocabulary word was used in the selection.

- | | | | |
|-----------------------------|--------------|----------------|--------------------|
| ___ 9. distinguished | a. sweet | b. respectable | c. empty |
| ___ 10. tortured | a. hurt | b. lectured | c. finished |
| ___ 11. recognition | a. beginning | b. honor | c. intelligence |
| ___ 12. achievements | a. losses | b. failures | c. accomplishments |

Comprehension Check

A. What important things happened to Elie Wiesel? Fill in the chart based on what you know.

Beginning



Middle



End

B. Read each sentence. Then circle the letter of the word that describes the tone.

1. *The people in the audience, all distinguished men and women, listened intently to every word spoken by the shy, sad-eyed man standing at the podium.*
a. funny b. respectful c. sad
2. *Nobel Prizes pay tribute each year to men and women whose achievements have affected citizens all over the world.*
a. sad b. informative c. serious
3. *As an adult, Wiesel used the memories of his terrifying teenage years to try to ensure that such a catastrophe would never happen again.*
a. serious b. happy c. respectful
4. *Smiling, Wiesel turned to his family and friends and hugged them, realizing that his survival had meaning for humankind.*
a. informative b. happy c. funny

C. Complete the sentences.

5. The author has many purposes for writing about Elie Wiesel. First, the author wants to

_____.

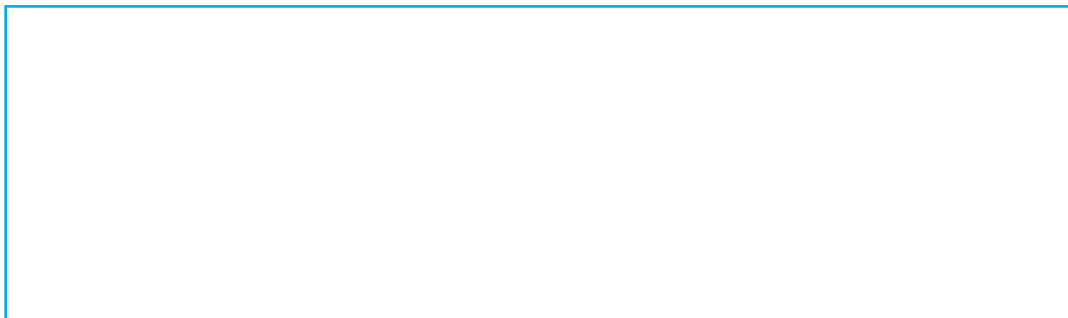
6. When the author talks about Elie Wiesel's life in Buchenwald, his purpose is to

_____.

Write An Invitation

Write an invitation to a dinner in honor of Elie Wiesel. Explain his achievements and tell why he deserves recognition.

At the top of the invitation, draw a picture or paste a photograph from a magazine. The picture can be of Elie Wiesel, a symbol for peace or hope, or something different. When you have finished your invitation, trade with a partner and discuss your ideas.



Dear Friends,

Please join us at a dinner to honor Elie Wiesel for receiving the _____. Elie and his family were _____ during World War II. His _____ were killed in _____. After the war, Elie spent his life _____.

We hope you will come and pay respect to this great man for his many _____.

6.7 Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

Primary Lessons

by Judith Ortiz Cofer

Connect to the Autobiography

Think about your first day of school. What events or activities seemed strange or hard to understand? Make a list of things you saw or did that were new to you.

New Things at School

Literary Element Author's Perspective

An **author's perspective** is how the author sees the world. In an autobiography, the author is also the narrator, the person who tells the story. The narrator tells the story from the first-person point of view and uses the pronoun *I*. The narrator in the autobiography "Primary Lessons," has two perspectives. She writes as a child. But she also tells how she feels about those experiences now that she is an adult.

As you read, "Primary Lessons," figure out when the narrator tells the story as a child and when she tells the story as an adult. Ask yourself how this helps you understand the text.

Reading Skill Analyze Cultural Context

Cultural context is the way people feel and act in a certain time and place. The cultural context of "Primary Lessons" is Puerto Rico in the 1950s.

When you **analyze cultural context** it helps you understand why characters act the way they do. It also helps you understand the author's perspective. As you read, pay attention to

- how the characters live and work.
- the languages the characters speak.
- what the characters feel is important.

Selection Vocabulary

Practice saying the words with a partner.

chaos (kā'os) *n.* total confusion and disorder
*Our house was **chaos** on the day we moved.*

► Cognate (Spanish) **caos**

defiance (di fī' əns) *n.* refusal to obey
*Criminals act in **defiance** of the law.*

indifference (in dif' ər əns) *n.* lack of interest or concern

*The old dog showed **indifference** when he ignored the toy.*

► Cognate (Spanish) **indiferencia**

relish (rel' ish) *v.* to enjoy something
*The children **relish** the chance to play outdoors.*

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

inhabited (in hab' it ed) *v.* lived in a place
*Thousands of buffalo once **inhabited** the United States.*
 ► Cognate (Spanish) **habitar**



imagination (i maj' ə nā' shən) *n.* the power to create pictures in your mind
*You need **imagination** to write a good story.*
 ► Cognate (Spanish) **imaginación**



yearning (yur' ning) *n.* a strong desire for something
*The child looked at the plate of cookies with **yearning**.*



accomplish (ə kom' plish) *v.* to do something successfully
*I feel proud when I **accomplish** something new.*



privileged (priv' ə lijd) *adj.* with more choices or rights than other people
*Kings and queens are **privileged** people.*
 ► Cognate (Spanish) **privilegiado(a)**



disrespectful (dis re' spekt' fəl) *adj.* rude; not polite
*It is **disrespectful** to interrupt a speaker.*
 ► Cognate (Spanish) **irrespetuoso(a)**



communicated (kə myu' ni kāt' ed) *v.* shared thoughts with another person
*They **communicated** with each other by telephone.*
 ► Cognate (Spanish) **comunicar**



incomprehensible (in' kom pri hen' sə bəl) *adj.* impossible to understand
*My sister's college math book is **incomprehensible** to me.*



For more practice, see page 248.



Primary Lessons

Background Information

- “Primary Lessons” takes place in Puerto Rico in the late 1950s.
- Puerto Rico is an island about one thousand miles southeast of Florida.
- Puerto Rico has two official languages: Spanish and English.
- All Puerto Ricans are United States citizens.

How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of Puerto Rico or the United States.

inhabited (in hab’ it ed) *v.* lived in a place



To Sum Up

- The narrator lives in Puerto Rico.
- It is her first day of school.
- She wants to stay at home.

My mother walked me to my first day at school at La Escuela Segundo Ruiz Belvis,¹ named after the Puerto Rican patriot born in our town. I remember yellow cement with green trim. All the classrooms had been painted these colors to identify them as government property. This was true all over the Island. Everything was color-coded, including the children, who wore uniforms from first through twelfth grade. We were a midget army in white and brown, led by the hand to our battleground. From practically every house in our barrio² emerged a crisply ironed uniform inhabited by the wild creatures we had become over a summer of running wild in the sun.

At my grandmother’s house where we were staying until my father returned to Brooklyn Yard in New York and sent for us, it had been complete **chaos**, with several children to get ready for school. My mother had pulled my hair harder than usual while braiding it, and I had dissolved into a pool of total self-pity. I wanted to stay home with her and *Mamá*, to continue listening to stories in the late afternoon, to drink *café con leche*³ with them, and to play rough games with my many cousins. I wanted

Vocabulary

chaos (kā’ os) *n.* total confusion and disorder

1. **La Escuela** means “the school” in Spanish. **Segundo Ruiz Belvis** fought for Puerto Rico’s independence.
2. A **barrio** is a Hispanic neighborhood.
3. **Café con leche** is coffee with milk.

to continue living the dream of summer afternoons in Puerto Rico, and if I could not have that, then I wanted to go back to Paterson, New Jersey, back to where I imagined our apartment waited, peaceful and cool for the three of us to return to our former lives. Our gypsy lifestyle had convinced me, at age six, that one part of life stops and waits for you while you live another for a while—and if you don't like the present, you can always return to the past.

Buttoning me into my stiff blouse while I tried to squirm away from her, my mother tried to explain to me that I was a big girl now and should try to understand that, like all the other children my age, I had to go to school.

"What about him?" I yelled pointing at my brother who was lounging on the tile floor of our bedroom in his pajamas, playing quietly with a toy car.

"He's too young to go to school, you know that. Now stay still." My mother pinned me between her thighs to button my skirt, as she had learned to do from *Mamá*, from whose grip it was impossible to escape.

"It's not fair, it's not fair. I can't go to school here. I don't speak Spanish." It was my final argument, and it failed miserably because I was shouting my **defiance** in the language I claimed not to speak. Only I knew what I meant by saying in Spanish that I did not speak Spanish. I had spent my early childhood in the U.S. where I lived in a bubble created by my Puerto Rican parents in a home where two cultures and languages became one. I learned to listen to the English from the television with one ear while



Literary Element

Author's Perspective Reread the boxed text at the top of the page. Circle the words that show the narrator is using the first-person point of view. Then underline the words that tell you the author is writing from her childhood perspective. Why is this a childlike perspective on life?

Vocabulary

defiance (di fī' əns) *n.* refusal to obey

To Sum Up

- The narrator wants to go back to New Jersey.
- She argues with her mother.
- She says she cannot go to school because she does not speak Spanish.

Look for the words *I*, *to*, and *not* on the page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

imagination (i maj' ə nā' shən) *n.*
the power to create pictures in
your mind



To Sum Up

- The narrator speaks both Spanish and English.
- She thinks school will end her freedom.

50 I heard my mother and father speaking in Spanish with the other. I thought I was an ordinary American kid—like the children on the shows I watched—and that everyone's parents spoke a secret second language at home. When we came to Puerto Rico right before I started first grade, I switched easily to Spanish. It was the language of fun, of summertime games. But school—that was a different matter.

I made one last desperate attempt to make my mother see reason: "Father will be very angry. You know
60 that he wants us to speak good English." My mother, of course, ignored me as she dressed my little brother in his playclothes. I could not believe her **indifference** to my father's wishes. She was usually so careful about our safety and the many other areas that he was forever reminding her about in his letters. But I was right, and she knew it.

Our father spoke to us in English as much as possible, and he corrected my pronunciation constantly—not "jes" but "y-es." Y-es, sir. How could she send me to school to learn Spanish when we would be returning to Paterson in
70 just a few months?

But, of course, what I feared was not language, but loss of freedom. At school there would be no playing, no stories, only lessons. It would not matter if I did not understand a word, and I would not be allowed to make up my own definitions. I would have to learn silence. I would have to keep my wild imagination in check. Feeling locked into my stiffly starched uniform, I only sensed all this. I guess most children can intuit⁴ their loss of childhood's freedom on that first day of school. It is separation anxiety⁵ too, but

Vocabulary

indifference (in dif' ə əns) *n.* lack of interest or concern

4. When you **intuit** something, no one explains it to you; you just know it.

5. **Separation anxiety** is feeling afraid when you are away from people you love.

mother is just the guardian of the “playground” of our early childhood. 80

The sight of my cousins in similar straits⁶ comforted me. We were marched down the hill of our barrio where *Mamá’s* robin-egg-blue house stood at the top. I must have glanced back at it with yearning. *Mamá’s* house—a place built for children—where anything that could be broken had already been broken by my grandmother’s early batch of offspring (they ranged in age from my mother’s oldest sisters to my uncle who was six months older than me). Her house had long since been made child-proof. It had been a perfect summer place. And now it was September—the cruelest month for a child. 90

La Mrs., as all the teachers were called, waited for her class of first-graders at the door of the yellow and green classroom. She too wore a uniform: it was a blue skirt and a white blouse. This teacher wore black high heels with her “standard issue.” I remember this detail because

6. Here, **straits** means “a difficult situation.”

REFLECT

Analyze Cultural Context

The author spends her early childhood in the United States. Then she moves to Puerto Rico. She speaks both English and Spanish. How does this background affect her?



Talk about your answer with a partner.

yearning (yur' ning) *n.* a strong desire for something



Literary Element

Author's Perspective The author says “I must have glanced back at it with yearning.” From what perspective is the author speaking here? How do you know?



Comprehension Check

Reread the boxed text. Why is September a *cruel* month for children?

To Sum Up

- She sees her cousins go to school, too.
- She feels better because she is not alone.
- She meets *La Mrs.*, her teacher.

accomplish (ə kom' plish) *v.* to do something successfully



To Sum Up

- The narrator's father sang songs in English, but did not understand them.
- All students in Puerto Rico learn English.

when we were all seated in rows she called on one little girl and pointed to the back of the room where there were shelves. She told the girl to bring her a shoebox from the bottom shelf. Then, when the box had been placed in her hands, she did something unusual. She had the little girl kneel at her feet and take the pointy high heels off her feet and replace them with a pair of satin slippers from the shoebox. She told the group that every one of us would have a chance to do this if we behaved in her class. Though confused about the prize, I soon felt caught up in the competition to bring *La Mrs.* her slippers in the morning. Children fought over the privilege.

Our first lesson was English. In Puerto Rico, every child has to take twelve years of English to graduate from school. It is the law. In my parents' schooldays, all subjects were taught in English. The U.S. Department of Education had specified that as U.S. territory, the Island had to be "Americanized," and to accomplish this task, it was necessary for the Spanish language to be replaced in one generation through the teaching of English in all schools. My father began his school day by saluting the flag of the United States and singing "America" and "The Star-Spangled Banner" by rote,⁷ without understanding a word of what he was saying. The logic behind this system was that, though the children did not understand the English words, they would remember the rhythms. Even the games the teacher's manuals required them to play became absurd adaptations.⁸ "Here We Go Round the Mulberry Bush" became "Here We Go Round the Mango

7. If you do something **by rote**, you do it automatically, or without thinking about it.

8. **Absurd adaptations** means "changes that do not make sense."

Tree.” I have heard about the confusion caused by the use of a primer⁹ in which the sounds of animals were featured. The children were forced to accept that a rooster says *cockadoodledoo*, when they knew perfectly well from hearing their own roosters each morning that in Puerto Rico a rooster says *cocorocó*. Even the vocabulary of their pets was changed; there are still family stories circulating about the bewilderment of a first-grader coming home to try to teach his dog to speak in English. The policy of assimilation by immersion¹⁰ failed on the Island. Teachers adhered to it on paper, substituting their own materials for the texts, and no one took their English home. In due time, the program was minimized¹¹ to the one class in English per day that I encountered when I took my seat in *La Mrs.*’s first-grade class.

Catching us all by surprise, she stood very straight and tall in front of us and began to sing in English: “Pollito—Chicken, Gallina—Hen, Lápiz—Pencil, Y Pluma—Pen.”

“Repeat after me, children: Pollito—Chicken,” she commanded in her heavily accented English that only I understood, being the only child in the room who had ever been exposed to the language. But I too remained silent. No use making waves, or **showing off**. Patiently *La Mrs.* sang her song and gestured for us to join in. At some point it must have **dawned on** the class that this silly routine was likely to go on all day if we did not “repeat after her.”

It was not her fault that she had to follow the rule in her teacher’s manual stating that she must teach English in



Comprehension Check

Vocabulary Some of the words you use in English are actually words from another language. For example, *siesta* and *rodeo* are Spanish words. Write what they mean. Use one in a sentence.

Showing off means “trying to get attention.”

Dawned on means “became clear to.”

9. A **primer** is a book that helps children learn to read.

10. The **policy of assimilation by immersion** was a way of teaching English by letting the teachers speak only English in class.

11. **Minimized** means “made smaller.”

To Sum Up

- *La Mrs.* sings in English.
- She wants the class to repeat what she sings.

The **teacher's pet** is the student the teacher likes best.

privileged (priv' ə lijd) *adj.* with more choices or rights than other people



Comprehension Check

Why is the author the *teacher's pet*? Check one.

- ☐ The author is one of the common people.
- ☐ The author is *La Mrs.*'s sister.
- ☐ Her father's family was once rich and important.

To Sum Up

- *La Mrs.* treats the narrator better because she lived in New York.
- She thinks that some people are treated better because of their jobs and their family.

English, and that she must not translate, but must repeat her lesson in English until the children “begin to respond” more or less “unconsciously.” This was one of the vestiges of the regimen followed by her predecessors¹² in the last generation. To this day I can recite “Pollito—Chicken”
160 mindlessly, never once pausing to visualize chicks, hens, pencils, or pens.

I soon found myself crowned “**teacher's pet**” without much effort on my part. I was a privileged child in her eyes simply because I lived in “Nueva York,” and because my father was in the Navy. His name was an old one in our pueblo, associated with once-upon-a-time landed people and long gone money. Status is judged by unique standards in a culture where, by definition, everyone is a second-class citizen. Remembrance of past glory is as good as titles and money. Old families living in decrepit old houses rank
170 over factory workers living in modern comfort in cement boxes—all the same. The professions¹³ raise a person out of the dreaded “sameness” into a niche of status, so that teachers, nurses, and everyone who went to school for a job were given the honorifics of *El Míster* or *La Mrs.*¹⁴ by the common folks, people who were likely to be making more money in American factories than the poorly paid educators and government workers.

My first impression of the hierarchy¹⁵ began with my
180 teacher's shoe-changing ceremony and the exaggerated respect she received from our parents. *La Mrs.* was always right, and adults scrambled to meet her requirements. She

12. **Vestiges of the regimen followed by her predecessors** means “what was left of the old way of doing things.”

13. **The professions** are jobs that require special training, such as law, medicine, and education.

14. In Spanish, adding **La** (which means “the”) to **Mrs.** is a sign of respect.

15. A **hierarchy** is a way of ranking people.

wanted all our schoolbooks covered in the brown paper now. used for paperbags (used at that time by the grocer to wrap meats and other foods). That first week of school the grocer was swamped with requests for paper which he gave away to the women. That week and the next, he wrapped produce in newspapers. All school projects became family projects. It was considered disrespectful at *Mamá's* house to do homework in privacy. Between the hours when we came home from school and dinner time, the table was shared by all of us working together with the women hovering in the background. The teachers communicated directly with the mothers, and it was a matriarchy¹⁶ of far-reaching power and influence.

There was a black boy in my first-grade classroom who was also the teacher's pet but for a different reason than I: I did not have to do anything to win her favor; he would do anything to win a smile. He was as black as the cauldron that *Mamá* used for cooking stew and his hair was curled

16. In a **matriarchy** women have the most power and make rules.

REFLECT

Analyze Cultural Context

The author describes how students did homework in her community. What does this tell you about the importance of school in Puerto Rican culture during her childhood?



Talk about your answer with a partner.

disrespectful (dis' rē spekt' fəl)
adj. rude; not polite



communicated (kə myū' ni kāt' ed) v. shared thoughts with another



Comprehension Check

Who is in charge of schoolwork at the author's home? Underline the words that give the answer.

To Sum Up

- The children do schoolwork at the kitchen table.
- Mothers speak with teachers and make sure that children do their work.

incomprehensible (in' kom pri hen' sə bəl) *adj.* impossible to understand



To Sum Up

- The narrator remembers a poor child named Lorenzo.
- The school chooses the speaker to host a PTA show.

into tight little balls on his head—*pasitas*,¹⁷ like little raisins glued to his skull, my mother had said. There had been some talk at *Mamá's* house about this boy; Lorenzo was his name. I later gathered that he was the grandson of my father's nanny. Lorenzo lived with Teresa, his grandmother, having been left in her care when his mother took off for "Los Nueva Yores" shortly after his birth. And they were poor. Everyone could see that his pants were too big for him—hand-me-downs—and his shoe soles were as thin as paper. Lorenzo seemed unmindful of the giggles he caused when he jumped up to erase the board for *La Mrs.* and his baggy pants rode down to his thin hips as he strained up to get every stray mark. He seemed to **relish** playing the little clown when she asked him to come to the front of the room and sing his phonetic¹⁸ version of "o-bootifool, forpashios-keeis" leading the class in our incomprehensible tribute to the American flag. He was a bright, loving child, with a talent for song and mimicry¹⁹ that everyone commented on. He should have been chosen to host the PTA show that year instead of me.

At recess one day, I came back to the empty classroom to get something, my cup? My nickel for a drink from the kioskman?²⁰ I don't remember. But I remember the conversation my teacher was having with another teacher. I remember because it concerned me, and because I memorized it so that I could ask my mother to explain what it meant.

"He is a funny *negrito*, and, like a parrot, he can repeat anything you teach him. But his *mamá* must not have the money to buy him a suit."

Vocabulary

relish (rel' ish) *v.* to enjoy something

17. **Pasitas** is Spanish for "raisins."

18. **Phonetic** means "having to do with speech sounds."

19. **Mimicry** is the act of copying what someone else says or does.

20. A **kiosk** is a small open building like a newsstand. A **kioskman** is a man who works in a kiosk.

"I kept Rafaelito's First Communion suit; I bet Lorenzo could fit in it. It's white with a bow-tie," the other teacher said.

"But, Marisa," laughed my teacher, "in that suit, Lorenzo would look like a fly drowned in a glass of milk." Both women laughed. They had not seen me crouched at the back of the room, digging into my schoolbag. My name came up then.

"What about the Ortiz girl? They have money."

"I'll talk to her mother today. The superintendent, *El Americano* from San Juan, is coming down for the show. How about if we have her say her lines in both Spanish and English."



**crinoline
petticoats**

The conversation ends there for me. My mother took me to Mayagüez²¹ and bought me a frilly pink dress and two crinoline petticoats to wear underneath so that I looked like a pink and white parachute with toothpick legs sticking out. I learned

my lines, "Padres, maestros, Mr. Leonard, bienvenidos²²/ Parents, teachers, Mr. Leonard, welcome . . ." My first public appearance. I took no pleasure in it. The words were formal and empty. I had simply memorized them. My dress pinched me at the neck and arms, and made me itch all over.

I had asked my mother what it meant to be a "mosca en un vaso de leche,"²³ a fly in a glass of milk. She had laughed at the image, explaining that it meant being "different," but it wasn't something I needed to worry about.

21. *Mayagüez* is a city in Puerto Rico.

22. *Padres* (pa' dras), *maestros* (mīs' trōs), *bienvenidos* (byen' ve nē' dōs)

23. *Mosca en un vaso de leche* (mas' kə en oōn vá sō dā la' cha)



Comprehension Check

Why don't they choose Lorenzo to host the PTA show?

- ☐ He sings badly.
- ☐ He is too thin.
- ☐ He is poor.

To Sum Up

- The narrator's mother buys her a fancy dress.
- The narrator gives a speech at the PTA show.
- She does not feel good about the speech.

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person is being **disrespectful**?



3. Which person **communicated**?



2. Which person is using her **imagination**?



4. Which problem seems **incomprehensible**?



B. Circle the letter of the best example of the word.

5. **inhabited**

- a. an island with many birds living on it
- b. an island that is deserted

6. **yearning**

- a. someone who does not have any hobbies
- b. someone who enjoys traveling

7. **accomplish**

- a. eating dinner
- b. learning how to ride a bicycle

8. **privileged**

- a. waiting in line at the museum
- b. being brought to the front of the line at the museum

C. Read the words at the left. Circle the word or phrase that has almost the same meaning.

9. **chaos** Her bedroom was in a state of total (order / disorder).

10. **defiance** He showed his (respect for / disrespect for) authority by not doing his homework.

11. **indifference** Her (concern / lack of concern) hurt my feelings.

12. **relish** They (like / dislike) the idea of seeing a show.

Comprehension Check

A. What happens in “Primary Lessons”? Use the diagram to tell the main events in order.

Beginning



Middle



End

B. Think about “Primary Lessons.” Then complete each sentence below.

1. As a child, the author thought *La Mrs.*’s English lesson was _____.
2. As an adult, the author thinks *La Mrs.*’s English lesson was _____.
3. As a child, the author felt that her part in the PTA show was _____.
4. As an adult, the author realizes that _____.

C. Think about “Primary Lessons.” Then circle the letter of the best answer.

- | | |
|---|--|
| <p>5. The author resists going to school because she</p> <ol style="list-style-type: none"> a. does not want to give up her freedom. b. thinks she is already smart. c. does not know English. | <p>7. The author thinks that Puerto Rico in the 1950s was</p> <ol style="list-style-type: none"> a. the best place to live. b. a dangerous place. c. silly in its system of ranking people. |
| <p>6. The author is telling a story that</p> <ol style="list-style-type: none"> a. is entertaining. b. really happened. c. she wished had happened. | <p>8. The author’s overall school experience was probably</p> <ol style="list-style-type: none"> a. wonderful. b. not very useful. c. exciting. |

Write a Diary Entry

Imagine you are the author of the autobiography. Write a diary entry about your first day of school. Think about the cultural context of the autobiography as you write your answers.

Dear Diary,

I started school today. I am not in New York. I am going to school in _____

_____.

Mother and I are still staying with _____

_____.

Mother helped me get dressed. I put up a fight. I did this because _____

_____. I am in La Mrs.'s first-grade class. This is what I think of it: _____

_____.

How do I feel about school? So far, _____

6.7 Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support understanding.

6.12.B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.



Eleanor Roosevelt

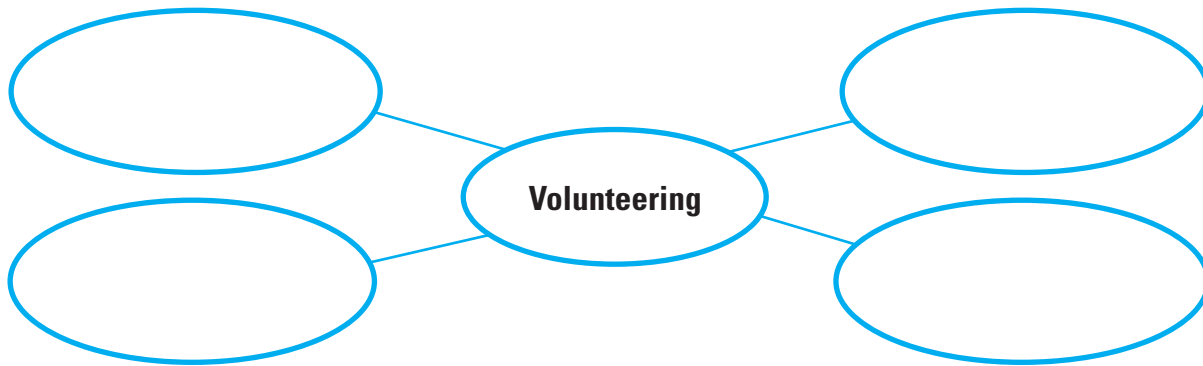
and

by William Jay Jacobs

In Eleanor Roosevelt's Time

Connect to the Biography

Think of ways in which volunteers make a difference in the world and in the lives of others. List them in the word web below.



Literary Element Text Features

Some texts, such as biographies and magazine articles, include **graphics**, such as pictures, charts, maps, and time lines. Graphics give a large amount of information in a way that makes the ideas easy to understand. Like many biographies and magazine articles, this biography of Eleanor Roosevelt includes a graphic called a **time line**. A time line lists important events and the dates they took place. A time line organizes events in the order that the events happened.

As you read, think about how the time line helps you to understand the life of Eleanor Roosevelt.

Reading Strategy Summarize

When you **summarize**, you briefly retell a selection in your own words. A good summary includes only the main ideas and important details. Main ideas are the major points that the writer wants you to remember. Important details explain a little more about the main ideas.

When you summarize:

- use your own words
- write only the main ideas and important details
- answer the questions *Who? What? When? Where? Why?* and *How?*

Selection Vocabulary

Practice saying the words with a partner.

drawbacks (dro' baks) *n. pl.* weaknesses or bad points

*Traveling is fun, but it can have **drawbacks**.*

paralyzed (par' ə līzd) *adj.* not able to move
*Franklin Roosevelt had to use a wheelchair because his legs were **paralyzed**.*

► Cognate (Spanish) **paralizado(a)**

slums (slumz) *n. pl.* areas of poverty in cities
*Famous musicians have written songs about growing up in the **slums**.*

depression (di presh' ən) *n.* a period of time when many people are out of work and wages are low
*The United States had a **depression** during the 1930s.*

► Cognate (Spanish) **depresión**

effective (i fek' tiv) *adj.* able to make something happen

*Manuela's plan was **effective** because it got everyone involved.*

► Cognate (Spanish) **efectivo(a)**

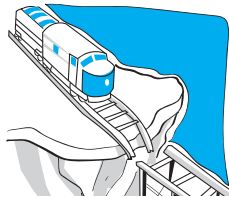
Content Vocabulary

career (kə rēr') *n.* the type of a job a person trains and studies for
*She chose a **career** as a doctor.*



tragedy (traj' ə dē) *n.* a sad and terrible event
*It was a **tragedy** when the train went over the cliff.*

► Cognate (Spanish) **tragedia**



exercises (ek' ə r sīz' əz) *n. pl.* ways of moving that help a person strengthen his or her muscles
*He did **exercises** to make his leg muscles stronger.*



politics (pol' ə tiks) *n. pl.* things people do to gain and use government power
*Reporters write more stories about **politics** before a big election.*



recovered (ri kuv' ərd) *v.* gained something back, especially health
*The sick child **recovered** from the flu.*

► Cognate (Spanish) **recrobar**



duty (dōō' tē) *n.* something you have to do
*A police officer's **duty** is to protect people.*



improve (im prōōv') *v.* to make better
*One way to **improve** people's lives is to help them get good jobs.*



dictators (dik' tā tərz) *n. pl.* rulers with total power
***Dictators** sometimes hold elections that are fake.*

► Cognate (Spanish) **dictadores**



For more practice, see page 249.





Eleanor Roosevelt

career (kə rē'r') *n.* the type of a job a person trains and studies for



Look at the picture and read the definition. Write a sentence using the word.

Eleanor Roosevelt was the wife of President Franklin Delano Roosevelt. But Eleanor was much more than just a president's wife, an echo of her husband's career.

Sad and lonely as a child, Eleanor was called "Granny" by her mother because of her seriousness. People teased her about her looks and called her the "ugly duckling." . . . ¹

Yet despite all of the disappointments, the bitterness, the misery she experienced, Eleanor Roosevelt refused to give up. Instead she turned her unhappiness and pain to

¹⁰ strength. She devoted her life to helping others. Today she is remembered as one of America's greatest women.

Almost from the day of her birth, October 11, 1884, people noticed that she was an unattractive child. As she grew older, she could not help but notice her mother's extraordinary beauty, as well as the beauty of her aunts and cousins. Eleanor was plain looking, ordinary, even, as some called her, homely. For a time she had to wear a bulky brace on her back to straighten her crooked spine.

When Eleanor was born, her parents had wanted a boy.

²⁰ They were scarcely able to hide their disappointment.

To Sum Up

- Eleanor Roosevelt was a plain looking, ordinary child.
- She had to wear a brace to straighten her back.

¹. An **ugly duckling** is someone who looks plain but who has great inner qualities. The ugly duckling was the main character in a famous children's story.

Later, with the arrival of two boys, Elliott and Hall, Eleanor watched her mother hold the boys on her lap and lovingly stroke their hair, while for Eleanor there seemed only **coolness, distance**.

Feeling unwanted, Eleanor became shy and withdrawn. She also developed many fears. She was afraid of the dark, afraid of animals, afraid of other children, afraid of being scolded, afraid of strangers, afraid that people would not like her. She was a frightened, lonely little girl.

The one joy in the early years of her life was her father, who always seemed to care for her, love her. He used to dance with her, to pick her up and throw her into the air while she laughed and laughed. He called her “little golden hair” or “darling little Nell.”

The next year, when Eleanor was eight, her mother, the beautiful Anna, died. Afterward her brother Elliott suddenly caught diphtheria² and he, too, died. Eleanor and her baby brother, Hall, were taken to live with their grandmother in Manhattan.³

A few months later another tragedy struck. Elliott Roosevelt, Eleanor’s father, also died. Within eighteen months Eleanor had lost her mother, a brother, and her dear father.

Few things in life came easily for Eleanor, but the first few years after her father’s death proved exceptionally hard. Grandmother Hall’s dark and gloomy townhouse had no place for children to play. The family ate meals in silence. Every morning Eleanor and Hall were expected to take cold baths for their health. Eleanor had to work at better posture by walking with her arms behind her back, clamped over a walking stick.

2. **Diphtheria** is a serious disease that is easily spread from one person to another.

3. **Manhattan** is the business and cultural center of New York City.

When it seemed there was only **coolness** and **distance** for Eleanor, that means that Eleanor’s family did not show her that they cared about her.

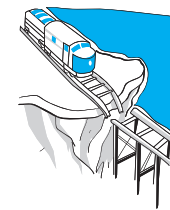


Literary Element

Text Feature Turn to page 165. The time line begins with Eleanor’s marriage to Franklin D. Roosevelt in 1905. Why do you think the time line excludes details about Eleanor’s childhood?

- ☐ because no one knows about Eleanor’s childhood
- ☐ because Eleanor’s childhood was sad and time lines are always happy
- ☐ because the time line lists the most important events in Eleanor’s career

tragedy (traj’ ə dē) *n.* a sad and terrible event



To Sum Up

- Eleanor and her father loved each other.
- During Eleanor’s childhood, her mother, father, and brother all died in less than two years.



Comprehension Check

Underline the words that show when Eleanor begins to believe in herself.

exercises (ek' sər sīz' əz) *n. pl.*
ways of moving that help a person strengthen his or her muscles



To Sum Up

- Eleanor went to boarding school in England.
- There she gained strength and started to believe in herself.
- When Eleanor was 18, her grandmother brought her back to New York City.
- Eleanor's grandmother made Eleanor go to dances and parties.

Instead of making new friends, Eleanor often sat alone in her room and read. For many months after her father's death she pretended that he was still alive. She made him the hero of stories she wrote for school. Sometimes, alone and unhappy, she just cried.

60 Just before Eleanor turned fifteen, Grandmother Hall decided to send her to boarding school in England. The school she chose was Allenswood, a private academy⁴ for girls located on the outskirts of London.

It was at Allenswood that Eleanor, still thinking of herself as an "ugly duckling," first dared to believe that one day she might be able to become a swan.

At Allenswood she worked to toughen herself physically. Every day she did exercises in the morning and took a cold shower. Although she did not like competitive team sports, as a matter of self-discipline she tried out for field hockey. Not only did she make the team but, because she played so hard, also won the respect of her teammates.

70 Eleanor was growing up, and the joy of young womanhood had begun to transform her personality.

In 1902, nearly eighteen years old, she left Allenswood, not returning for her fourth year there. Grandmother Hall insisted that, instead, she must be introduced to society as a debutante—to go to dances and parties and begin to take her place in the social world with other wealthy young women.

80 Eleanor, as always, did as she was told. She went to all of the parties and dances. But she also began working with poor children at the Rivington Street Settlement House⁵ on New York's Lower East Side. She taught the girls gymnastic

4. An **academy** is a private school where children go after they finish grade school.

5. A **settlement house** was a place in a city neighborhood where volunteers taught, fed, and gave other help to immigrants. Settlement houses were common in the late 1800s and the early 1900s.

exercises. She took children to museums and to musical performances. She tried to get the parents interested in politics in order to get better schools and cleaner, safer streets.

Meanwhile Eleanor's life reached a turning point. She fell in love! The young man was her fifth cousin, Franklin Delano Roosevelt.

Eleanor and Franklin had known each other since childhood. Shortly after her return from Allenswood, they had met by chance on a train. They talked and almost at once realized how much they liked each other.

For a time they met secretly. Then they attended parties together. Franklin—tall, strong, handsome—saw her as a person he could trust. He knew that she would not try to dominate him.

On March 17, 1905, Eleanor and Franklin were married. In May 1906 the couple's first child was born. During the next nine years Eleanor gave birth to five more babies, one of whom died in infancy. Still timid, shy, afraid of making

politics (pol' ə tiks) *n. pl.* things people do to gain and use government power



90

100

REFLECT

Summarize

Write why Eleanor had a difficult childhood. Include only the main ideas and important details.

PARTNERS



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- Eleanor worked with poor people in New York.
- In 1905 Eleanor married Franklin Delano Roosevelt.
- Eleanor and Franklin had six children together.

When Eleanor **threw herself into** the war effort, she worked very hard and gave most of her time to it.



Literary Element

Text Features Turn to page 165. The time line tells us that in 1917, the United States entered World War I. What did this event mean for Eleanor?

To Sum Up

- In 1917, the U.S. entered World War I.
- Eleanor worked hard to help the war effort and the soldiers.
- In 1921, Franklin got polio. He lost the use of his legs.

mistakes, she found herself so busy that there was little time to think of her own **drawbacks**.

Meanwhile Franklin's career in politics advanced rapidly. In 1910 he was elected to the New York State Senate. In 1913 President Wilson appointed him Assistant Secretary of the Navy—a powerful position in the national government, which required the Roosevelts to move to Washington, D.C.

110 In 1917 the United States entered World War I as an active combatant. Like many socially prominent⁶ women, Eleanor **threw herself into** the war effort. Sometimes she worked fifteen and sixteen hours a day. She made sandwiches for soldiers passing through the nation's capital. She knitted sweaters. She used Franklin's influence to get the Red Cross⁷ to build a recreation room for soldiers who had been shell-shocked in combat. . . .

120 In the summer of 1921 disaster struck the Roosevelt family. While on vacation Franklin suddenly fell ill with infantile paralysis—polio—the horrible disease that each year used to kill or cripple thousands of children, and many adults as well. When Franklin became a victim of polio, nobody knew what caused the disease or how to cure it.

Franklin lived, but the lower part of his body remained **paralyzed**. For the rest of his life he never again had the use of his legs. He had to be lifted and carried from place to place. He had to wear heavy steel braces from his waist to the heels of his shoes.



braces

130 His mother, as well as many of his advisers, urged him to give up politics, to live the life of a country gentleman

Vocabulary

drawbacks (drô' baks) *n. pl.* weaknesses or bad points
paralyzed (par' ə līzd) *adj.* not able to move

6. A **prominent** person is someone who is well known or important.

7. The **Red Cross** is an organization that helps people who have suffered due to war or natural disasters, such as floods.

on the Roosevelt estate at Hyde Park, New York. This time, Eleanor, calm and strong, stood up for her ideas. She argued that he should not be treated like a sick person, tucked away in the country, inactive, just waiting for death to come.

Franklin agreed. Slowly he recovered his health. His energy returned. In 1928 he was elected governor of New York. Then, just four years later, he was elected president of the United States.

Meanwhile Eleanor had changed. To keep Franklin in **the public eye** while he was recovering, she had gotten involved in politics herself. It was, she thought, her “duty.” From childhood she had been taught “to do the thing that has to be done, the way it has to be done, when it has to be done.”

After becoming interested in the problems of working women, she gave time to the Women’s Trade Union League (WTUL). It was through the WTUL that she met a group of remarkable women—women doing exciting work that made a difference in the world. They taught Eleanor about life in the **slums**. They awakened her hopes that something could be done to improve the condition of the poor. She dropped out of the “fashionable” society of her wealthy friends and joined the world of reform—social change.

For hours at a time Eleanor and her reformer friends talked with Franklin. They showed him the need for new laws: laws to get children out of the factories and into schools; laws to cut down the long hours that women worked; laws to get fair wages for all workers.

Vocabulary

slums (slumz) *n. pl.* areas of poverty in cities



Comprehension Check

After being governor of New York for four years, Franklin was elected to another job. What was it? Check one.

- ☐ Senator
☐ President
☐ Secretary of Defense

140

recovered (ri kuv’ ərd) *v.* gained back, especially health



Someone who is in **the public eye** is well known.

150

duty (dōō’ tē) *n.* something you have to do



improve (im prōōv’) *v.* to make better



160

To Sum Up

- In 1932, Franklin Roosevelt was elected president of the United States.
- Eleanor worked to help women have better jobs and to better the lives of poor people.

People sometimes refer to a person who is African American as **black**.

To Sum Up

- During the depression, many Americans did not have jobs or enough food to eat.
- Eleanor helped the poor and fought for equal pay for women.
- She became a link between the president and the American people.

By the time that Franklin was sworn in as president, the nation was facing its deepest **depression**. One out of every four Americans was out of work, out of hope. At mealtimes people stood in lines in front of soup kitchens for something to eat. Mrs. Roosevelt herself knew of once-prosperous families who found themselves reduced to eating stale bread from thrift shops or traveling to parts of town where they were not known to beg for money from house to house.

- 170 Eleanor worked in the charity kitchens, ladling out soup. She visited slums. She crisscrossed the country learning about the suffering of coal miners, shipyard workers, migrant⁸ farm workers, students, housewives—Americans caught up in the paralysis of the Great Depression. Since Franklin himself remained crippled, she became his eyes and ears, informing him of what the American people were really thinking and feeling. Eleanor also was the president's conscience, personally urging on him some of the most compassionate, forward-looking laws of his presidency. She
- 180 lectured widely, wrote a regularly syndicated⁹ newspaper column, "My Day," and spoke frequently on the radio. She fought for equal pay for women in industry. Like no other First Lady¹⁰ up to that time, she became a link between the president and the American public.

Above all she fought against racial and religious prejudice. When Eleanor learned that the DAR (Daughters of the American Revolution) would not allow the great **black** singer Marian Anderson to perform in their

Vocabulary

depression (de presh' ən) *n.* a period of time when many people are out of work and wages are low

8. **Migrant** farm workers move each season from one place to another to harvest crops.

9. An article that is **syndicated** is sold to several newspapers to be published at the same time.

10. The president's wife is called the **First Lady** of the country.

auditorium in Washington, D.C., she resigned from the organization. Then she arranged to have Miss Anderson sing in front of the Lincoln Memorial.

Similarly, when she entered a hall where, as often happened in those days, blacks and whites were seated in separate sections, she made it a point to sit with the blacks. Her example marked an important step in making the rights of blacks a matter of national priority.¹¹

On December 7, 1941, Japanese forces launched a surprise attack on the American naval base at Pearl Harbor, Hawaii. The United States entered World War II, fighting not only against Japan but against the brutal dictators who then controlled Germany and Italy.

Eleanor helped the Red Cross raise money. She gave blood, sold war bonds. But she also did the unexpected. In 1943, for example, she visited barracks and hospitals on islands throughout the South Pacific. When she visited a

11. A **matter of national priority** is something to which the government pays special attention.

REFLECT

Summarize

How did Eleanor help fight for the rights of African Americans?



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.



Literary Element

Text Features Turn to page 166. What does the time line say happened in 1943? How does the article add to this information?

dictators (dik' tā tərz) *n. pl.* rulers with total power



To Sum Up

- Eleanor helped fight for the rights of African Americans.
- In December 1941, the United States entered World War II.
- Eleanor visited U.S. soldiers fighting in the South Pacific.

Look for the words *she*, *after*, and *their* on this page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

hospital, she stopped at every bed. To each soldier she said something special, something that a mother might say. Often, after she left, even battle-hardened men had tears in their eyes. Admiral Nimitz, who originally thought such
 210 visits would be a nuisance, became one of her strongest admirers. Nobody else, he said, had done so much to help raise the spirits of the men.

By spring 1945 the end of the war in Europe seemed near. Then, on April 12, a phone call brought Eleanor the news that Franklin Roosevelt, who had gone to Warm Springs, Georgia, for a rest, was dead.

With Franklin dead, Eleanor Roosevelt might have dropped out of the public eye, might have been remembered in the history books only as a footnote to
 220 the president's program of social reforms. Instead she found new strengths within herself, new ways to live a useful, interesting life—and to help others. Now, moreover, her successes were her own, not the result of being the president's wife.

In December 1945 President Harry S. Truman invited her to be one of the American delegates going to London to begin the work of the United Nations.¹² Eleanor hesitated, but the president insisted. He said that the nation needed her; it was her duty. After that Eleanor agreed.

230 In the beginning some of her fellow delegates from the United States considered her unqualified for the position, but after seeing her in action, they changed their minds.

Mrs. Roosevelt helped draft the United Nations Declaration of Human Rights. The Soviets wanted the

To Sum Up

- In 1945, Franklin Roosevelt died.
- Harry Truman became the next president.
- President Truman chose Eleanor to work at the United Nations.
- Eleanor helped write the human rights declaration.

12. The **United Nations** is a group of independent countries that work together to try to keep world peace. **Delegates** are the people chosen to represent their countries.

declaration to list the duties people owed to their countries. Eleanor insisted that the United Nations should stand for individual freedom—the rights of people to free speech, freedom of religion, and such human needs as health care and education. In December 1948, with the Soviet Union and its allies refusing to vote, the Declaration of Human Rights won approval of the UN General Assembly by a vote of forty-eight to zero.

Even after retiring from her post at the UN, Mrs. Roosevelt continued to travel. In places around the world she dined with presidents and kings. But she also visited tenement slums in Bombay, India; factories in Yugoslavia; farms in Lebanon and Israel.

Everywhere she met people who were eager to greet her. Although as a child she had been brought up to be formal and distant, she had grown to feel at ease with people. They wanted to touch her, to hug her, to kiss her.

Eleanor's doctor had been telling her to slow down, but that was hard for her. She continued to write her newspaper column, "My Day," and to appear on television. She still began working at seven-thirty in the morning and often continued until well past midnight. Not only did she write and speak, she taught special needs children and raised money for health care of the poor.

As author Clare Boothe Luce put it, "Mrs. Roosevelt has done more good deeds on a bigger scale for a longer time than any woman who ever appeared on our public scene. No woman has ever so comforted the distressed or so distressed the comfortable."



Literary Element

Text Features Turn to page 166. Scan the page, or look over it quickly, to find out when Eleanor became head of the United Nations Human Rights Commission. Then look back at the article. What happened in 1948, after Eleanor became the head of the commission?

To Sum Up

- The United Nations voted on and approved the human rights declaration.
- Eleanor never stopped working for the rights of all people.

**Comprehension Check**

Underline the words that tell why Adlai Stevenson thought Eleanor was an important person.

Gradually, however, she was forced to withdraw from some of her activities, to spend more time at home.

On November 7, 1962, at the age of seventy-eight, Eleanor died in her sleep. She was buried in the rose garden at Hyde Park, alongside her husband.

270 Adlai Stevenson, the American ambassador to the United Nations, remembered her as “the First Lady of the World,” as the person—male or female—most **effective** in working for the cause of human rights. As Stevenson declared, “She would rather light a candle than curse the darkness.” And perhaps, in sum, that is what the struggle for human rights is all about.

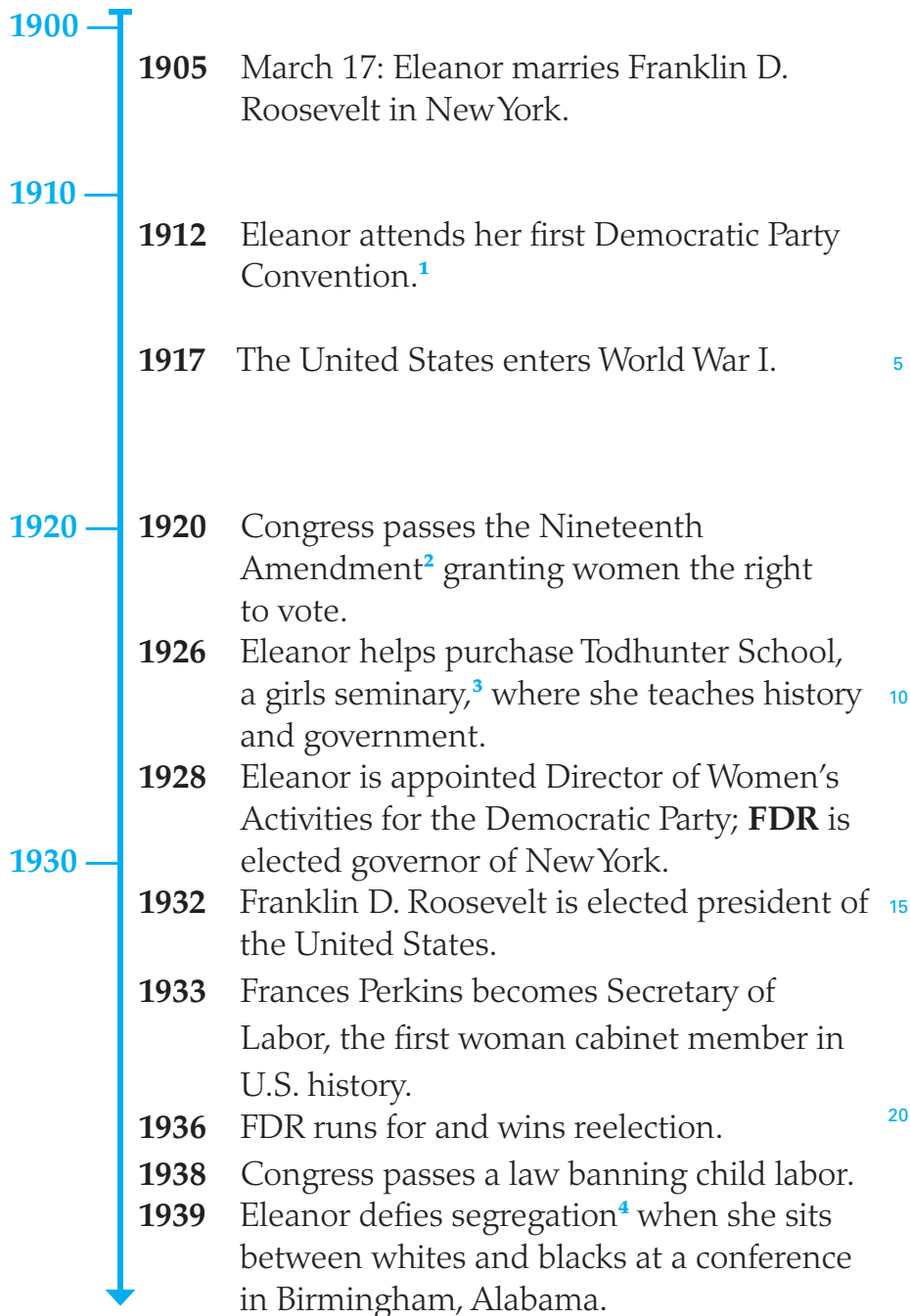
To Sum Up

- On November 7, 1962, Eleanor died at the age of 78.
- She is remembered as “the First Lady of the World” because she worked for many important causes, including human rights.

Vocabulary

effective (i fek' tiv) *adj.* able to make something happen

In Eleanor Roosevelt's Time



1. The **Democratic Party Convention** is a meeting for people who are members of the Democratic political party.
2. Congress is the part of the United States government that makes laws. The **Nineteenth Amendment** is the nineteenth change made to the United States Constitution since it became a law in 1789.
3. A **seminary** is a boarding school for young women.
4. **Segregation** is the separation of people of different races in public places.



Literary Element

Text Features In what order does the time line list events? Check one.

- ☐ from most important to least important
- ☐ from earliest to latest
- ☐ from latest to earliest

The letters **FDR** stand for Franklin D(elano) Roosevelt.

To Sum Up

- The time line shows important things that happened in the life of Eleanor Roosevelt.
- This part of the time line shows what happened in the first part of Eleanor's career.

1940

25

1941 December 7: The U.S. enters the war in Europe.

1943 Eleanor tours the South Pacific to boost the soldiers' morale.⁵

30

1945 Eleanor influences the Army Nurse Corps to open its membership to black women; she joins the NAACP⁶ board of directors. April 12: Franklin Delano Roosevelt dies. September 2: Japan surrenders to the Allies, World War II ends.

35

1946 Eleanor is elected as head of the United Nations Human Rights Commission.

1948 Eleanor's leadership leads to passage of the Universal Declaration of Human Rights.

1950

1952 Eleanor resigns from the United Nations.

40

1954 The *Brown v. Board of Education* decision outlaws segregation in public schools.

1957 The Civil Rights Act is passed by Congress.

1960

45

1961 John F. Kennedy⁷ reappoints Eleanor to the United Nations and appoints her as chair of the President's Commission on the Status of Women.

1962 November 7: Eleanor dies at the age of seventy-eight of tuberculosis.⁸

To Sum Up

- This part of the time line shows what happened later in Eleanor's career.
- Eleanor Roosevelt made many important contributions to the United States and to the world.

⁵ **Morale** is how a person feels about what he or she is doing.

⁶ The **NAACP** is the National Association for the Advancement of Colored People.

⁷ **John F. Kennedy** won the election for U.S. president in 1960.

⁸ **Tuberculosis** is a disease that affects the lungs. It can be spread from one person to another.

Vocabulary Check

A. Circle the picture that best answers each question.

1. Who has **recovered**?



3. Who is doing **exercises**?



2. Who is working at her **career**?



4. Who is a **dictator**?



B. Write T if the statement is true. Write F if it is false.

___ 5. A car accident is often a **tragedy**.

___ 6. Doing well on a test can **improve** your grade.

___ 7. Senators do not know anything about **politics**.

___ 8. The **duty** of soldiers is to fight against their country.

C. Unscramble the letters and write the word that fits each clue.

9. This was a period of time when people had no jobs.

sersnidpoe _____

10. Eleanor Roosevelt was this kind of worker when she fought for human rights.

fevfecite _____

11. How would you describe Franklin Roosevelt's legs after he had polio?

lyzardepa _____

12. What neighborhoods did Eleanor visit to help the poor?

uslsm _____

13. Eleanor tried to change people's lives this way by talking to Franklin about fair laws.

oviprem _____

Comprehension Check

A. Think about what you read. Draw pictures to answer the questions.

1. Why did Eleanor Roosevelt have a sad childhood?

2. Who were some people that Eleanor helped?

3. What job did President Truman give Eleanor?

B. Number events in time order beginning with 1.

- Eleanor visited soldiers during World War II.
- Eleanor helped write the Declaration of Human Rights for the United Nations.
- Eleanor married Franklin Delano Roosevelt.
- Eleanor arranged for Marian Anderson to sing at the Lincoln Memorial.

C. Answer the questions below.

4. How did the experiences that Eleanor had at Allenswood change her?

5. Even though Eleanor had a hard childhood, how did she face challenges in her life?



6.9 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support understanding.

"THE ECO-CANOEIST"

by Sy Montgomery





Connect to the Informational Essay

Think of an outdoor place you like. Imagine you are at that place. You see garbage scattered around on the ground. What do you think about this problem? What would you do? Record your thoughts in the chart.

What do you think?	What would you do?

Literary Element Allusion

An **allusion** refers to a character, place, or situation from history, music, art, or literature. Allusions help create a theme when they compare things or describe them in a new way. In “The Eco-Canoeist” the writer mentions Clark Kent. He is a hero in the Superman comic books. The writer does not explain who Clark Kent is because she assumes you know.

Ask yourself these questions as you read:

- What allusions does the author use?
- How do they help you understand the Eco-Canoeist?

Reading Strategy Draw Conclusions About Author’s Perspective

An **author’s perspective** is his or her opinion about a subject. The author may not state the opinion directly. You must **draw conclusions about the author’s perspective**, or figure out more than the author says directly. This can help you understand the text better.

To draw conclusions about the author’s perspective, pay attention to

- the main idea.
- the words the author chooses to describe the subject.
- the author’s purpose for writing and who the audience is.

Selection Vocabulary Practice saying the words with a partner.

weird (wērd) *adj.* not normal; unnatural
*I am scared when I hear **weird** noises outside.*

wreckage (rek' ij) *n.* remains of something that has been destroyed
*After the storm they found **wreckage** from a boat on the beach.*

discarded (dis kărd' əd) *adj.* thrown away

*She cleans up the **discarded** soda cans in the park.*

➤ Cognate (Spanish) **descartado(a)**

dedication (ded' ə kă' shən) *n.* commitment to a person or purpose
*He has good grades because he has **dedication** to school.*

➤ Cognate (Spanish) **dedicación**

Content Vocabulary

strange (strānj) *adj.* unusual, odd
*He thinks purple roses are **strange**.*

➤ Cognate (Spanish) **extraño(a)**



decade (dek' ād) *n.* period of ten years
*I am a **decade** older than my sister.*

➤ Cognate (Spanish) **década**

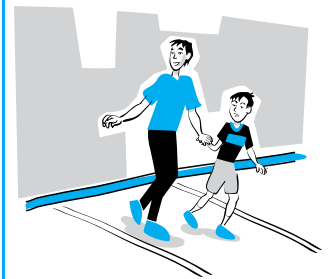


canoe (kə nōō) *n.* a light narrow boat that you move with a paddle
*She pushed the **canoe** into the river.*

➤ Cognate (Spanish) **canoa**



dangerous (dān' jər əs) *adj.* able to cause injury or harm; not safe
*It is **dangerous** for children to cross the street alone.*



pounds (poundz) *n.* a unit of mass and weight
*Most new babies weigh ten **pounds** or less.*

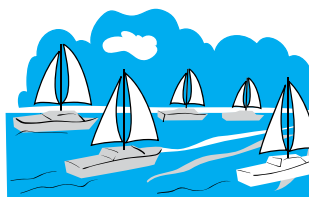


feat (fēt) *n.* an action that shows great skill or strength
*To climb a mountain is a big **feat**.*



fleet (flēt) *n.* a group of boats, trucks, or planes
*The captain led his **fleet** of boats across the bay.*

➤ Cognate (Spanish) **flota**

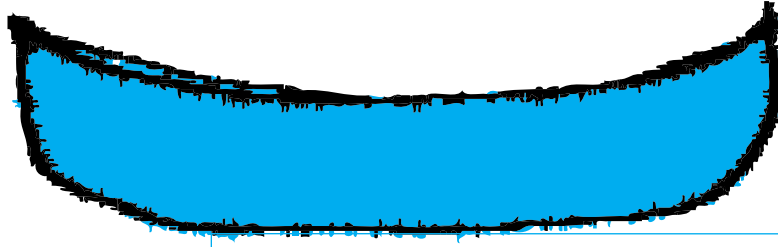


extraordinary (iks trōr' də ner' ē) *adj.* beyond the usual or regular
*The **extraordinary** dog can walk on two legs.*

➤ Cognate (Spanish) **extraordinario(a)**



THE ECO-CANOEIST



strange (strānj) *adj.* unusual, odd



Background Information

Rivers and the land around them are important for plants and animals. Pollution can affect the animals and people who use the water.

Pollution can come from:

- waste from factories.
- farms.
- used car oil and paint that people pour into drains.

decade (dek' ād) *n.* period of ten years



To Sum Up

- Dale Hatch works at Jay Blanchard Park in Orlando, Florida.
- Hatch sees many strange things in the park's river.
- Ten years ago someone started to clean trash out of the river.

In the thirteen years Dale Hatch has worked as a ranger at Jay Blanchard Park in Orlando, Florida, he's seen some wonderful and strange things. It's a gem of an urban¹ park, where among the cypress, afternoon calls of barred owls nearly drown out the highway noise. The tea-colored Little Econlohatchee River flows through the park's 412 acres and brings with it herons, wood ducks, otters, egrets, ibis, sandhill cranes, and stinkpot and painted turtles, as well as 484,000 human visitors. You can catch a thirteen-pound
10 largemouth bass here—but the health department warns you to eat fish from the Little Econ only once a week. There's mercury² in the river, though no one is sure where it comes from.

You can find some **weird** stuff in the river, Hatch says: everything from trousers to toilets. The Little Econ drains dozens of housing developments, he says, and after a flood, you can find trash four and five feet up in the trees. But about a decade ago, Hatch and the other rangers noticed something really strange. The trash started disappearing
20 from the water. They would find muddy garbage piling up inside park trash cans. "We couldn't figure out where in the world it was coming from," Hatch says in his Florida drawl.³ "Somebody was pulling this stuff up out of the river. We didn't know how, but we were sure glad whoever it was was doing it."

Vocabulary

weird (wērd) *adj.* not normal; unnatural

1. An **urban** park is in a city.

2. **Mercury** is a poisonous liquid. If mercury gets into a water supply, it can hurt people and animals.

3. If someone has a **drawl**, he or she speaks slowly, often drawing out the vowel sounds.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

canoe (kə nōō') *n.* a light narrow boat, moved by paddling



dangerous (dān' jər əs) *adj.* able to cause injury or harm; not safe



pounds (poundz) *n.* a unit of mass and weight



To Sum Up

- Nobody knew who was cleaning up the river.
- The person cleaning up trash was Steve Nordlinger, *the Eco-Canoeist*.
- Nordlinger uses his canoe to clean trash from rivers, lakes, swamps, and the ocean.

For months, as the rangers emptied the trash cans, they wondered who would do such a thing. Then one day, paddling in a canoe piled high with wet garbage was a person Hatch recognized. They'd first met on the park's



30

fatigues

soccer field some months before. Six feet tall and muscled, the stranger was dressed in fatigues, working out beside a maroon van plastered with Marines bumper stickers, practicing martial arts moves with a weapon that looked like nunchakus.⁴ At the time, Hatch remembers, he thought, "Uh-oh."

40

Hatch never suspected that, like Clark Kent, this thirty-four-year-old ex-Marine had an alter ego:⁵ the Eco-Canoeist. For more than a decade, few others suspected it either. Unrecognized, unfunded, and usually alone, Steve Nordlinger takes every spare moment, loads his canoe into his van, puts in at waterways around the state, and pursues a goal most people would consider too huge to even try: to clean up, by hand, hundreds of thousands of miles of Florida's rivers, lakes, swamps, canals, and ocean.

It's not just a dirty job but a dangerous one. Sodden⁶ river garbage is unwieldy—a truck tire can weigh well over a hundred pounds when it's filled with mud and water, and somehow you have to lift it into your canoe without capsizing. He's hoisted out refrigerators, car parts, boat **wreckage**, picnic tables, doghouses, sofas. But it's the little stuff—the stuff anyone can lift—that arguably does the

Vocabulary

wreckage (rek' ij) *n.* remains of something that has been destroyed

4. **Nunchakus** is the name for a weapon originally from Japan. It has two wooden sticks joined at their ends by a short cord.

5. An **alter ego** is a person's other identity. For example, Clark Kent is the alter ego of comic-book hero Superman.

6. Something that is **sodden** is soaked through with water.

Note Taking

Reread the text on the left. Then record your answers to the items below.

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because _____ .
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It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

feat (fēt) *n.* an action that shows great skill or strength



Comprehension Check

Underline the names of people or groups who are acknowledging the Eco-Canoeist.

To Sum Up

- The Eco-Canoeist sometimes hurts himself when he cleans up trash.
- Many people praise the Eco-Canoeist.
- Now, the Eco-Canoeist has a group of volunteers to help him.

50 most harm. Birds choke on fishing line. Turtles die eating Styrofoam.⁷ Ordinary rope strangles manatees. Removing brittle, rusty cans and the barbs of **discarded** fishing gear, Steve has cut his own flesh open again and again. But he keeps at it. By his own conservative estimate,⁸ he has single-handedly removed 240 tons of trash and fishing line from the state's waterways.

Hatch recalls his astonishment at the feat. "I could not believe that one person would go out on his own and do something like that—nobody asked him, nobody's paying him, he wasn't even telling us about it so we could praise him," said the ranger. "So we had to catch him accidentally—catch him cleanin' up our river!"

Steve seems like a superhero straight out of a comic book. His work has attracted the attention of local press and national radio, the praise of county commissioners, and the **dedication** of so large a group of volunteers that there

Vocabulary

discarded (dis kărd' əd) *v.* thrown away

dedication (ded' ə kă' shən) *n.* commitment to a person or purpose

7. **Styrofoam** is a brand name for a lightweight material made of plastic foam.

8. A **conservative estimate** is a cautious or moderate guess.

REFLECT

Draw Conclusions About Author's Perspective

What is the author's perspective on the Eco-Canoeist? List your conclusions on the lines below. Support your conclusion with details from the essay.



Talk about your answer with a partner.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
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5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

fleet (flēt) *adj.* a group of boats, trucks, or planes



extraordinary (iks trôr' də ner' ē) *adj.* beyond the usual or regular



Literary Element

Allusion Underline words the writer uses as allusion.

To Sum Up

- Now, the Eco-Canoeist has ten other people to help him.
- He gets a small amount of money to help his work.
- He is a regular person who did something great.

aren't enough canoes to hold them all—not even with the three new ones that now bring Steve's fleet of canoes to ten, thanks to a small grant recently garnered⁹ from Disney.

70

The Eco-Canoeist is a strange kind of superhero. He's a trained fighter, yet so gentle he scrapes loose and releases the snails anchored inside the tin cans he picks up out of rivers. He's a Mother Teresa¹⁰ of Florida wildlife, dressed in Marines fatigues. He is part Don Quixote and part Superman. But he is also, in important ways, an ordinary person—with an extraordinary will.

9. Here, **garnered** means "earned" or "gotten by effort."

10. **Mother Teresa** was a nun who spent most of her life in India caring for the sick and poor. **Don Quixote** is a character in a novel who defends the helpless.

Note Taking

Reread the text on the left. Then record your answers to the items below.

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4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

THE ECO-CANOEIST



Comprehension Check

A. Complete the following sentences.

1. Dale Hatch is a ranger who works at _____.
2. Hatch could not believe that the Eco-Canoeist _____
_____.
3. The Eco-Canoeist has been picking up trash from water for more than a _____.
4. The Eco-Canoeist believes that _____
_____.

B. Answer the questions. Support your answers with details from the essay.

5. Who does the writer compare the Eco-Canoeist to?

6. Why does the writer make an allusion to Superman?

7. Based on details in the essay, what opinion do you think the writer has about the Eco-Canoeist?

8. How does the writer's use of allusion help you understand the story? What evidence does she give to support the allusion?

C. The writer uses several famous people as allusions in the text. Complete the paragraph that describes the allusions the writer uses when she writes about the Eco-Canoeist.

The writer uses allusion to describe the Eco-Canoeist. She refers to the Eco-Canoeist as Clark Kent. She also refers to him as _____ and _____.
This helps the reader understand the theme because _____.



TX

TEKS

6.5 Understand, make inferences and draw conclusions about the elements of drama and provide evidence from text to support understanding.

6.6.A Summarize the elements of plot development in various works of fiction.

from **Brighton Beach
Memoirs**

by Neil Simon



Connect to the Play

Think about the things that are important to you. They might be objects, such as a bicycle or a piece of jewelry. They might be qualities, such as being kind or honest. Or they might be people, such as your family. List four things that are important to you below.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Literary Element Stage Directions

Stage directions are a playwright's instructions to the actors, the director, and the stage crew. Stage directions are the words in a script that appear in italicized type within brackets. The actors do not read stage directions aloud. They read the stage directions silently so they know what to do or how to say their lines.

Stage directions give you extra information about a play. They help you imagine how a play looks and sounds when actors perform it.

Reading Skill Identify Cause-and-Effect Relationships

Cause and effect describes a relationship between different events in a story. A **cause** is a person or event that makes something happen. An **effect** is what happens.

Read the following example:

Cause: You practice the piano every day. **Effect:** You play the piano well.

To **identify cause-and-effect relationships**, ask yourself these questions as you read:

- What happened?
- Why did it happen?

When you identify cause and effect relationships, you will understand the story better.

Selection Vocabulary Practice saying the words with a partner.

temporarily (tem' pə rer' ə lē) *adv.* for a short time

*We stayed with my aunt **temporarily**.*

➤ Cognate (Spanish) **temporalmente**

astounded (əs tound' id) *v.* surprised

*I was **astounded** when I won the contest.*

principles (prin' sə pəls) *n. pl.* personal rules of right and wrong

*My family has taught me **principles** that I follow.*

➤ Cognate (Spanish) **principios**

worshipped (wur' shipt) *v.* adored or idolized

*Emilio **worshipped** his favorite sports player.*

Content Vocabulary

permanent (pur' mə nənt)

adj. lasting forever

*I have a **permanent** scar on my chin.*

➤ Cognate (Spanish) **permanente**



lifetime (lif' tīm') *adj.* for the length of a person's life

*A judge on the Supreme Court has a **lifetime** appointment.*



bawling (bôl' ing) *v.* crying loudly

*The baby started **bawling** because she was hungry.*



dignity (dig' nə tē) *n.* honor

*The man walks and speaks with great **dignity**.*

➤ Cognate (Spanish) **dignidad**



grit (grit) *v.* to grind or grate

*I **grit** my teeth when I feel frustrated.*



apology (ə pol' ə jē) *n.* an expression of regret

*She wrote a letter of **apology** to her friend.*



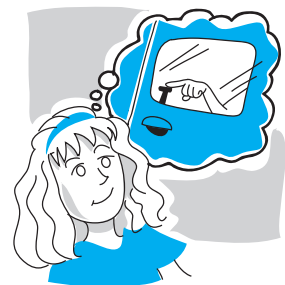
consider (kən sid' ə) *v.* to think about carefully

*I like to **consider** my options before making a choice.*



positively (poz' ə tiv lē) *adv.* absolutely; for sure

*Julia was **positively** sure she had locked the car door.*



For more practice, see page 254.



from **Brighton Beach Memoirs**

Background Information

Brighton Beach Memoirs is a play about a Jewish family living in New York City in 1937.



Literary Element

Stage Directions What do the stage directions in line 10 tell you about Stan? Check the correct answer.

- ☐ He is really upset.
- ☐ He is excited.
- ☐ He is tired.

permanent (pur' mə nənt) *adj.* lasting forever



lifetime (lif' tīm') *adj.* for the length of a person's life



To Sum Up

- Stan and Eugene are brothers.
- Stan was fired from his job.

STAN. [*half whisper*] Hey! Eugie!

EUGENE. Hi, Stan! [*to audience*] My brother, Stan. He's okay. You'll like him. [*to STAN*] What are you doing home so early?

STAN. [*looks around, lowers his voice*] Is Pop home yet?

EUGENE. No . . . Did you ask about the tickets?

STAN. What tickets?

EUGENE. For the Yankee game. You said your boss knew this guy who could get passes. You didn't ask him?

STAN. Me and my boss had other things to talk about.

10 [*He sits on steps, his head down, almost in tears.*] I'm in trouble, Eug. I mean really big trouble.

EUGENE. [*to audience*] This really shocked me. Because Stan is the kind of guy who could talk himself out of any kind of trouble. [*to STAN*] What kind of trouble?

STAN. . . . I got fired today!

EUGENE. [*shocked*] Fired? . . . You mean for good?

STAN. You don't get fired **temporarily**. It's permanent. It's a lifetime firing.

EUGENE. Why? What happened?

Vocabulary

temporarily (tem' pə rer' ə lē) *adv.* for a short time



Stetson

STAN. It was on account of Andrew. The colored guy who sweeps up. Well, he was cleaning the floor in the stock room¹ and he lays his broom against the table to put some junk in the trash can and the broom slips, knocks a can of linseed oil² over the table and ruins three brand new hats right out of the box. Nine dollar Stetsons. It wasn't his fault. He didn't put the linseed oil there, right?

EUGENE. Right.

STAN. So Mr. Stroheim sees the oily hats and he gets crazy. He says to Andrew the hats are going to have to come out of his salary. Twenty-seven dollars. So Andrew starts to cry.

EUGENE. He cried?

STAN. Forty-two years old, he's bawling all over the stock room. I mean, the **man hasn't got too much furniture upstairs** anyway, but he's real sweet. He brings me coffee, always laughing, telling me jokes. I never understand them but I laugh anyway, make him feel good, you know?

EUGENE. Yeah?

STAN. Anyway, I said to Mr. Stroheim I didn't think that was fair. It wasn't Andrew's fault.

EUGENE. [*astounded*] You said that to him?

STAN. Sure, why not? So Mr. Stroheim says, "You wanna pay for the hats, big mouth?" So I said, "No. I don't want to pay for the hats." So he says, "Then mind your own business, big mouth."

EUGENE. Holy mackerel.

STAN. So Mr. Stroheim looks at me like machine gun bullets are coming out of his eyes. And then he calmly sends Andrew over to the factory to pick up three new hats.

Vocabulary

astounded (əstound' id) v. surprised

1. A **stock room** is a place in an office or factory where supplies are kept.
2. **Linseed oil** is a liquid made from plant seeds. It is used to make paints and inks.

20

Follow along as your teacher leads the class in reading the text aloud.



Comprehension Check

Reread the boxed text at the top of the page. Underline why Andrew gets in trouble.

30

bawling (bôl' ing) v. crying loudly



He hasn't got too much furniture upstairs is slang. It means "he isn't very smart."

40

50

To Sum Up

- The janitor at Stan's job accidentally spills some oil and ruins three hats.
- Mr. Stroheim is the boss. He tells the janitor that he must pay for the hats.
- Stan tells Mr. Stroheim that he is being unfair.

dignity (dig' nə tē) *n.* honor



grit (grit) *v.* to grind or grate



Literary Element

Stage Directions What do the stage directions in line 68 tell you about how Stan feels about what he did?

About to bust a gut means "laughing very hard."

To Sum Up

- Mr. Stroheim tells Stan to clean the floor as a punishment.
- Stan sweeps dust onto Mr. Stroheim's shoes.

Which is usually my job. So guess what Mr. Stroheim tells me to do?

EUGENE. What?

STAN. He tells me to sweep up. He says, for this week I'm the cleaning man.

EUGENE. I can't believe it.

STAN. Everybody is watching me now, waiting to see what I'm going to do. [EUGENE nods in agreement.] ... Even

60 everyone who worked in that store was in my hands ... so I grit my teeth, and I pick up the broom, and there's this big pile of dirt right in the middle of the floor ...

EUGENE. Yeah?

STAN. ... And I sweep it all over Mr. Stroheim's shoes.

Andrew had just finished shining them this morning, if you want to talk about irony.

EUGENE. I'm dying. I'm actually dying.

STAN. [enjoying himself] You could see everyone in the place is **about to bust a gut**. Mrs. Mulcahy, the bookkeeper, 70 can hardly keep her false teeth in her mouth. Andrew's eyes are hanging five inches out of their sockets.

EUGENE. This is the greatest story in the history of the world.

STAN. So Mr. Stroheim grabs me and pulls me into his back office, closes the door and pulls down the shades. He gives me this whole story how he was brought up in Germany to respect his superiors.³ That if he ever — [*in accent*] "did soch a ting like you do, dey would beat me in der cup until dey carried me away dead."

3. Your **superiors** are people who have more power or authority than you do.

EUGENE. That's perfect. You got him down perfect.

STAN. And I say, "Yeah. But we're not in Germany, old buddy."

EUGENE. You said that to him?

STAN. No. To myself. I didn't want to go too far.

EUGENE. I was wondering.

STAN. Anyway, he says he's always liked me and always thought I was a good boy and that he was going to give me one more chance. He wants a letter of apology. And that if the letter of apology isn't on his desk by nine o'clock tomorrow morning, I can consider myself fired.

EUGENE. . . . I would have had a heart attack . . . What did you say?

STAN. I said I was not going to apologize if Andrew still had to pay for the hats . . . He said that was between him and Andrew . . . and that he expected the letter from me in the morning . . . I said good night, walked out of his office, got my hat and went home . . . ten minutes early.

80

90

apology (ə pol' ə jē) *n.* an expression of regret



consider (kən sid' ə) *v.* to think about carefully



REFLECT

Identify Cause-and-Effect Relationships

Why does Mr. Stroheim ask for a letter of apology from Stan? Write the cause in the Cause box. Write the effect in the Effect box.

Cause

Effect

	→	
--	---	--



Comprehension Check

Reread the boxed text. What can Stan do to keep his job? Check the correct answer.

- ☐ He can buy Mr. Stroheim a hat.
- ☐ He can write a letter of apology.
- ☐ He can buy Andrew a hat.

To Sum Up

- Mr. Stroheim wants a letter of apology from Stan.
- Stan won't apologize and goes home early.

positively (poz' ə tiv lē) *adv.*
absolutely; for sure



Worshipped the ground he walked on means “adored him.”

Work with a partner and try to use this expression in a sentence.

To Sum Up

- Stan wants to do what he thinks is right.
- Stan will not apologize.

EUGENE. I'm sweating. I swear to God, I'm sweating all over.

100 STAN. . . . I don't know why I did it. But I got so mad. It just wasn't fair. I mean, if you give in when you're eighteen and a half, you'll give in for the rest of your life, don't you think?

EUGENE. I suppose so . . . So what's the decision? Are you going to write the letter?

STAN. [*thinks . . .*] . . . No!

EUGENE. Positively?

STAN. Positively. Except I'll have to discuss it with Pop. I know we need the money. But he told me once you always have to do what you think is right in this world and stand up for your **principles**.

110 EUGENE. And what if he says he thinks you're wrong? That you should write the letter.

STAN. He won't. He's gonna leave it up to me, I know it.

EUGENE. But what if he says, “Write the letter”?

STAN. Well . . . that's something we won't know until after dinner, will we? . . . [*He crosses into the house.*]

EUGENE. [*looks after him, then turns out to audience*] . . . All in all, it was shaping up to be one heck of a dinner. I'll say this though . . . I always had this two way thing about my brother. Either I **worshipped the ground he walked**
120 **on** . . . or I hated him so much I wanted to kill him . . . I guess you know how I feel about him today.

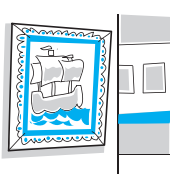
Vocabulary

principles (prin' sə pəls) *n. pl.* personal rules of right and wrong
worshipped (wur' shipt) *v.* adored or idolized

Vocabulary Check

A. Circle the picture that matches the meaning of the vocabulary word.

1. **permanent**



3. **positively**



2. **apology**



4. **lifetime**



B. Write each vocabulary word on the line beside the word or phrase that means the same.

bawling

consider

dignity

grit

5. _____ **pride**

7. _____ **think about**

6. _____ **crying**

8. _____ **grind**

C. Think about the meaning of the vocabulary word in each sentence. Then circle the letter of the word or phrase with the same meaning.

9. You need to always follow your **principles**.

- a. teachers b. rules c. peers

10. The beauty of the artwork **astounded** me.

- a. surprised b. disappointed c. scared

11. The people **worshipped** their leader.

- a. adored b. ignored c. fought

12. The store closed **temporarily** while the roof was being fixed.

- a. yesterday b. forever c. for a short period

Comprehension Check

A. Read the events listed below. Then complete the diagram. Put the events of the play in order of beginning, middle, and end. Write the number in the correct box.

1. Stan must write a letter of apology if he wants to keep his job. He says he will not do it.
2. Mr. Stroheim wants the janitor to pay for the hats that he ruined.
3. Stan tells Mr. Stroheim that he is unfair.
Mr. Stroheim tells Stan to sweep the floor.
Stan sweeps the dust onto Mr. Stroheim's shoes.

Beginning

Middle

End

B. Read the stage directions below. Then write what the stage directions tell you about the characters.

4. [*looks around, lowers his voice*] (p. 184) _____
5. [*He sits on the steps, his head down, almost in tears.*] (p. 184) _____

6. [*astounded*] (p. 185) _____
7. [*enjoying himself*] (p. 186) _____

C. Think about the play. Then complete each sentence to identify the cause-and-effect relationship.

8. Stan looks sad when he gets home from work because _____.
9. Andrew gets in trouble at work when _____.
10. Andrew starts crying because _____.
11. Stan speaks up and _____.
12. Mr. Stroheim says that Stan is not respectful because _____.



TX

TEKS

6.10.B Explain whether facts included in an argument are used for or against an issue.

TIME Best of Buddies

by Kevin Gray
and Cindy Dampier

Connect to the Magazine Article

Think about a time you helped someone else. How did you help the other person? What did you learn or feel? Write about your experience below.

How I Helped	What I Learned

Reading Strategy Preview

When you **preview** an article, you look at it before reading to find out what it will be about. To preview, look at:

- the title, or headline
- the deck, or sentence in large type under the title
- any boldfaced subheadings

Reading Skill Distinguish Fact and Opinion

A **fact** can be proved. An **opinion** cannot be proved. An opinion is what someone thinks or feels. If you can **distinguish fact from opinion**, you can decide what to believe as you read.

As you read the article, think about which statements are facts and which are opinions.

Ask yourself the following questions:

- Can I prove this by looking it up in a reference source?
- Does this sound like someone's thoughts or feelings?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

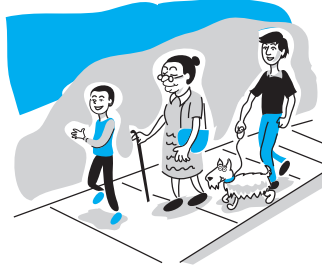
program (prō' gram) *n.* a plan to solve a problem
*Our school has a **program** for students who need help with math.*

- Cognate (Spanish) **programa**



community (kə mū' nə tē) *n.* all the people living in the same area
*Many different people live in our **community**.*

- Cognate (Spanish) **comunidad**



volunteers (vol' ən tēz') *n. pl.* people who give their time doing something for which they do not get paid
***Volunteers** built the paths in our park.*

- Cognate (Spanish) **voluntarios(as)**



talent (tal' ənt) *n.* special skill
*Mario has a **talent** for singing.*

- Cognate (Spanish) **talento**



opportunities (op' ə tōō' nə tēz) *n. pl.* times or chances to do something useful or helpful
*She has many **opportunities** to help at home.*

- Cognate (Spanish) **oportunidades**



valued (val' ūd) *adj.* prized or respected,
*Lashaya is a **valued** worker at our store.*



employers (em ploi' ərz) *n. pl.* people who give other people jobs that pay
*She has two **employers** because she has two jobs.*



abilities (ə bil' ə tēz) *n. pl.* skills or powers
*Everyone has different **abilities** for doing different things.*

- Cognate (Spanish) **habilidades**



For more practice, see page 256.



TIME Best of Buddies

program (prō' gram) *n.* a plan to solve a problem



community (kə mū' nə tē) *n.* all the people living in the same area



The word **buddies** means "friends."

To Sum Up

- Anthony Shriver started Best Buddies in 1987.
- Best Buddies is a program for people with mental disabilities.
- It helps people make new friends and find jobs.

Anthony Shriver's program for the mentally disabled encourages people to stop staring and start sharing.

Anthony Kennedy Shriver is thinking about the day in 1994 when he and Jorge Mentado,¹ 39, went shopping together. Shriver and Mentado, who is mentally challenged, are good friends. "You'd think World War III² had broken out," says Shriver, with a chuckle. "Jorge is very hard to understand. He had on big boots with the laces untied. In [one shop], he'd say hello to every pretty girl and talk to the salespeople. One woman came in with a little dog, and Jorge started petting it. It was like a movie. People need to see that sort of thing."

Shriver is founder and president of Best **Buddies**. The main goal of Best Buddies is to better the lives of people with mental disabilities.³ The program helps them to make new friends and to find jobs. Another goal "is to make it so people won't stare," says Shriver. "So, when you go downtown or into a church, they're used to having people with mental disabilities in there."

Shriver came up with the idea in 1987 while he was a student at Georgetown University. "I saw a lot of my buddies not doing a whole heck of a lot in the community," he says. "I figured it wouldn't take a huge effort for them to

1. **Jorge Mentado** (hōr' hā măn tă' dō)

2. **World War III** is a name people use for the next global war. World Wars I and II took place in the twentieth century.

3. People with **mental disabilities** have trouble thinking logically and understanding things.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

volunteers (vol' ən tēz') *n. pl.*
people who give their time doing
something for which they do not
get paid



Here, **branches** are parts of an
organization that do the same
work but in different places.

talent (tal' ənt) *n.* special skill



opportunities

(op' ə r tōō' nə tēz) *n. pl.* times or
chances to do something useful
or helpful



To Sum Up

- At the first Best Buddies meeting, Shriver paired volunteers with people with mental disabilities.
- Best Buddies is now in all states and twelve countries.
- Shriver believes people should focus on what they have in common.

integrate⁴ someone into their daily routine." Fifty volunteers
came to Shriver's first Best Buddies meeting. He paired



a college

them with people from group homes⁵ and
special schools. After Shriver graduated,
interest in the project continued. He
received calls from students who wanted
to start **branches** of Best Buddies at
other colleges.

"I thought I'd just take a couple of months to get this
30 going at a couple of other colleges. I never stopped," recalls
Shriver.

Since then, Best Buddies has grown to include more
than 6,500 "buddies." Today, Best Buddies International
Inc. has branches in all 50 states and in more than 12
countries. There are even branches in middle schools
and high schools and in corporations and churches. Best
Buddies Jobs trains the mentally challenged so they can get
professional jobs, not just jobs bagging groceries. Shriver
believes everyone has a special talent. "It's up to us," he
40 says, "to create opportunities for these individuals to
develop and share their skills."

Best Buddies helps people to realize what they have
in common, instead of focusing on differences. In schools,
students are paired with kids in special education. These
friends meet weekly to have lunch, shop, go to an event, or
just hang out and talk.

Judy Hales of Miami, whose mentally challenged son
David, 12, has a buddy, calls the program a roaring success.
"The first time David went out," she says, "our family all
50 said, 'Where's David?' because he never got to go out
without one of us." George Zitnay, an expert on

4. Here, **integrate** means "to make someone or something a part of something else."

5. **Group homes** give people with mental disabilities a place where they can live with others safely.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

valued (val' ūd) *adj.* prized or respected



employers (em ploī' ərz) *n. pl.* people who give other people jobs that pay



abilities (ə bil' ə tēz) *n. pl.* skills or powers



To Sum Up

- George Zitnay knows a lot about people with mental disabilities.
- Zitnay says people with mental disabilities have been kept away from other people for too long.
- Shriver hopes that someday people of different abilities will become friends without Best Buddies.

mental disabilities, says getting people like David into the community is a great idea. "People with mental disabilities have been isolated⁶ for too long," says Zitnay. "Best Buddies addresses the need for valued friendship."

Shriver's hope is that one day Best Buddies will no longer be needed. "Hopefully, people will just start having these friendships naturally," he says. Until then, Best Buddies will continue educating students, employers, and communities about the needs and abilities of people with mental disabilities.

6. To be **isolated** is to be kept away from others.

REFLECT

Distinguish Fact and Opinion

List one fact from the article. List one opinion. Then explain how you know they are fact or opinion.



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____
_____ .
4. One thing I learned on this page that I didn't know is _____
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

TIME Best of Buddies

Comprehension Check

A. Complete the sentences below.

1. Best Buddies is a program that helps people with _____.
2. In 1987, _____ founded Best Buddies.
3. Best Buddies helps people form _____.
4. Best Buddies also helps people with mental disabilities to find good _____.

B. Complete the chart below. Read each statement from the article in the left column. In the right column, write F for fact or O for opinion. In the last row, write your own opinion about Best Buddies.

Statement from the Article	Fact or Opinion
5. Shriver is founder and president of Best Buddies.	
6. Everyone has a special talent.	
7. Best Buddies has grown to include more than 6,500 "buddies."	
My opinion is	

C. Think about the article. Answer the questions in complete sentences.

8. Why did Anthony Shriver begin Best Buddies? _____

9. How big is the program now? _____

10. What is Shriver's hope for the program in the future? _____



6.8 Explain how authors create meaning through stylistic elements.

RC-6.F Make connections between and across multiple texts of various genres, and provide textual evidence.

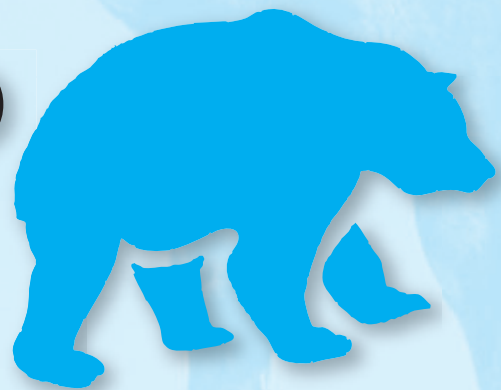
ZLATEH THE GOAT



by Isaac Bashevis Singer

and

THE BOY WHO LIVED WITH THE BEARS



by Joseph Bruchac



Connect to the Short Story and Folktale

Think about a time when you or someone you know was lost. What happened? How did you or the other person feel?

Write a few sentences describing the experience of being lost.

Literary Element Style

An author's **style** is the way he or she chooses and arranges words. Style gives readers clues about the author's purpose in writing. It helps readers to understand how the writer feels about the subject. As you read, pay attention to

- the words the author uses.
- the length of sentences the author writes.
- the descriptions the author includes.
- how the author uses literary devices such as imagery and symbols.

Reading Skill Compare and Contrast

In this lesson, you will **compare and contrast** the writing style that the two authors use in their stories. When you compare styles, you look for ways that the authors' language is alike. When you contrast styles, you look for ways that the authors' language is different. **Comparing and contrasting** the authors' styles will help you understand the authors' purpose in writing and attitudes toward their subjects.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

obey (ō bā') *v.* to follow orders

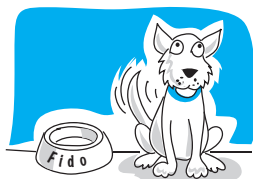
We **obey** the teacher and sit down when he tells us to.

► Cognate (Spanish)
obedecer



patiently (pā' shənt lē) *adv.* without hurry or complaint
A good dog waits **patiently** for its food.

► Cognate (Spanish)
pacientemente



pleading (plē' ding) *v.* asking for something that is important to you; begging
Isabella is **pleading** with her mother to play on the swing.



frequently (frē' kwənt lē) *adv.* many times; again and again
Carlos **frequently** eats bananas for breakfast.

► Cognate (Spanish)
frecuentemente



elders (el' dərz) *n.* people who are older
Our **elders** ask us to help with the yard work.

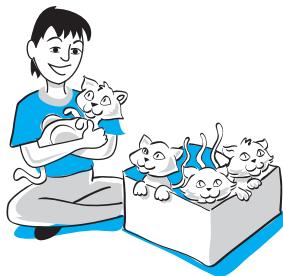


vanished (van' ishd) *v.* went out of sight; disappeared
The sun **vanished** behind a cloud.



adopt (ə dɒpt') *v.* to take and raise a child
My family wants to **adopt** a kitten from the animal shelter.

► Cognate (Spanish)
adoptar



hollow (hol' ō) *adj.* empty on the inside
They play inside the **hollow** tree.



For more practice, see page 259.



ZLATEH THE GOAT



Comprehension Check

Reread the boxed text. Why does Aaron take Zlateh to Feivel, the butcher?

obey (ō bā') v. to follow orders



To Sum Up

- Reuven needs money for Hanukkah, a Jewish holiday.
- Reuven decides to sell his goat, Zlateh, to the butcher.
- Reuven tells his oldest son, Aaron, to take Zlateh to the butcher.

At Hanukkah¹ time the road from the village to the town is usually covered with snow, but this year the winter had been a mild one. Hanukkah had almost come, yet little snow had fallen. The sun shone most of the time. The peasants² complained that because of the dry weather there would be a poor harvest of winter grain. New grass sprouted, and the peasants sent their cattle out to pasture.

For Reuven the furrier³ it was a bad year, and after long hesitation he decided to sell Zlateh the goat. She was old and gave little milk. Feivel the town butcher had offered eight gulden⁴ for her. Such a sum would buy Hanukkah candles, potatoes and oil for pancakes, gifts for the children, and other holiday necessities for the house. Reuven told his oldest boy Aaron to take the goat to town.

Aaron understood what taking the goat to Feivel meant, but had to obey his father. Leah, his mother, wiped the tears from her eyes when she heard the news. Aaron's younger sisters, Anna and Miriam, cried loudly. Aaron put on his quilted jacket and a cap with earmuffs, bound a rope around Zlateh's neck, and took along two slices of bread

1. **Hanukkah** (hä' nə kə) is a Jewish holiday in early winter.

2. **Peasants** are poor farmers.

3. A **furrier** is someone who makes or sells fur clothes.

4. **Gulden** (goold' ən) are gold or silver coins used in Europe a long time ago.

with cheese to eat on the road. Aaron was supposed to deliver the goat by evening, spend the night at the butcher's, and return the next day with the money.

While the family said goodbye to the goat, and Aaron placed the rope around her neck, Zlateh stood as patiently and good-naturedly as ever. She licked Reuven's hand. She shook her small white beard. Zlateh trusted human beings. She knew that they always fed her and never did her any harm.

When Aaron brought her out on the road to town, she seemed somewhat astonished. She'd never been led in that direction before. She looked back at him questioningly, as if to say, "Where are you taking me?" But after a while she seemed to come to the conclusion that a goat shouldn't ask questions. Still, the road was different. They passed new fields, pastures, and huts with thatched⁵ roofs. Here and there a dog barked and came running after them, but Aaron chased it away with his stick.

The sun was shining when Aaron left the village. Suddenly the weather changed. A large black cloud with a bluish center appeared in the east and spread itself rapidly over the sky. A cold wind blew in with it. The crows flew low, croaking. At first it looked as if it would rain, but instead it began to hail as in summer. It was early in the day, but it became dark as dusk. After a while the hail turned to snow. In his twelve years Aaron had seen all kinds of weather, but he had never experienced a snow like this one. It was so dense⁶ it shut out the light of the day. In a short time their path was completely covered. The wind became as cold as ice. The road to town was narrow and

patiently (pā' shənt lē) *adv.*
without hurry or complaint



Comparing Literature

Underline words the author uses to make us feel the change in weather.

To Sum Up

- The family says goodbye to Zlateh.
- Zlateh goes with Aaron because she trusts humans not to harm her.
- The weather changes. It begins to snow.

5. A **thatched** roof is made of thick grass or straw.

6. If snow is **dense**, it is closely packed together.



Comparing Literature

Reread the boxed text. Think about the author's style. Describe the feeling the author is trying to create. Underline the words he uses to give you that feeling.

pleading (plē' ding) *v.* asking for something that is important to you; begging



To Sum Up

- Aaron cannot see the road and gets lost.
- Zlateh stops and cannot walk.
- Aaron and Zlateh must find shelter or they will freeze.

50 winding. Aaron no longer knew where he was. He could not see through the snow. The cold soon penetrated⁷ his quilted jacket.

At first Zlateh didn't seem to mind the change in weather. She, too, was twelve years old and knew what winter meant. But when her legs sank deeper and deeper into the snow, she began to turn her head and look at Aaron in wonderment. Her mild eyes seemed to ask, "Why are we out in such a storm?" Aaron hoped that a peasant would come along with his cart, but no one passed by.

60 The snow grew thicker, falling to the ground in large, whirling flakes. Beneath it Aaron's boots touched the softness of a plowed field. He realized that he was no longer on the road. He had gone astray.⁸ He could no longer figure out which was east or west, which way was the village, the town. The wind whistled, howled, whirled the snow about in eddies.⁹ It looked as if white imps¹⁰ were playing tag on the fields. A white dust rose above the ground. Zlateh stopped. She could walk no longer. Stubbornly she anchored her cleft¹¹ hooves in the earth and
70 bleated as if pleading to be taken home. Icicles hung from her white beard, and her horns were glazed with frost.

Aaron did not want to admit the danger, but he knew just the same that if they did not find shelter they would freeze to death. This was no ordinary storm. It was a mighty blizzard. The snowfall had reached his knees. His hands were numb, and he could no longer feel his toes. He choked when he breathed. His nose felt like wood, and he

7. **Penetrated** means "went through."

8. To go **astray** is to go off the right path.

9. **Eddies** are paths of air, water, or snow.

10. Here, **imps** are playful, fairylike creatures.

11. A **cleft** is a space or opening. Goats, sheep, cows, and pigs all have cleft hooves.



haystack

rubbed it with snow. Zlateh's bleating began to sound like crying. Those humans in whom she had so much confidence had dragged her into a trap. Aaron began to pray to God for himself and for the innocent animal.

80

Suddenly he **made out** the shape of a hill. He wondered what it could be. Who had piled snow into such a huge heap? He moved toward it, dragging Zlateh after him. When he came near it, he realized that it was a large haystack which the snow had blanketed.

Aaron realized immediately that they were saved. With great effort he dug his way through the snow. He was a village boy and knew what to do. When he reached the hay, he hollowed out a nest for himself and the goat. No matter how cold it may be outside, in the hay it is always warm. And hay was food for Zlateh. The moment she smelled it she became contented and began to eat. Outside, the snow continued to fall. It quickly covered the passageway Aaron had dug. But a boy and an animal need to breathe, and there was hardly any air in their hideout. Aaron bored a kind of a window through the hay and snow and carefully kept the passage clear.

90

Zlateh, having eaten her fill, sat down on her hind legs and seemed to have regained her confidence in man.

Aaron ate his two slices of bread and cheese, but after the difficult journey he was still hungry. He looked at Zlateh and noticed her udders were full. He lay down next to her, placing himself so that when he milked her he could squirt the milk into his mouth. It was rich and sweet. Zlateh was

100

Here, **made out** means "saw." Aaron has a hard time seeing the haystack because of the snow.

To Sum Up

- Aaron finds a haystack and makes a space for himself and Zlateh inside.
- It is warm and dry inside the haystack.
- Zlateh eats hay, and Aaron drinks Zlateh's milk.

frequently (frē' kwənt lē) *adv.*
many times; again and again



Look at the picture and read the definition. Write a sentence using the word.

not accustomed to being milked that way, but she did not resist. On the contrary,¹² she seemed eager to reward Aaron for bringing her to a shelter whose very walls, floor, and ceiling were made of food.

Through the window Aaron could catch a glimpse of the chaos¹³ outside. The wind carried before it whole drifts of snow. It was completely dark, and he did not know whether night had already come or whether it was the darkness of the storm. Thank God that in the hay it was not cold. The dried hay, grass, and field flowers exuded¹⁴ the warmth of the summer sun. Zlateh ate frequently; she nibbled from above, below, from the left and right. Her body gave forth an animal warmth, and Aaron cuddled up to her. He had always loved Zlateh, but now she was like a sister. He was alone, cut off from his family, and wanted to talk. He began to talk to Zlateh. "Zlateh, what do you think about what has happened to us?" he asked.

"Maaaa," Zlateh answered.

"If we hadn't found this stack of hay, we would both be frozen stiff by now," Aaron said.

"Maaaa," was the goat's reply.

"If the snow keeps on falling like this, we may have to stay here for days," Aaron explained.

"Maaaa," Zlateh bleated.

"What does 'maaaa' mean?" Aaron asked. "You'd better speak up clearly."

"Maaaa, maaaa," Zlateh tried.

"Well, let it be 'maaaa' then," Aaron said patiently. "You can't speak, but I know you understand. I need you and you need me. Isn't that right?"

To Sum Up

- Aaron thinks of Zlateh as a sister.
- Aaron tries to talk to Zlateh.
- Zlateh says, "Maaaa."

12. On the **contrary** means "the opposite is true."

13. **Chaos** is total confusion.

14. **Exuded** means "gave off" or "oozed out."

"Maaaa."

Aaron became sleepy. He made a pillow out of some hay, leaned his head on it, and dozed off. Zlateh, too, fell asleep. When Aaron opened his eyes, he didn't know whether it was morning or night. The snow had blocked up his window. He tried to clear it, but when he had bored through to the length of his arm, he still hadn't reached the outside. Luckily he had his stick with him and was able to break through to the open air. It was still dark outside. The snow continued to fall and the wind wailed, first with one voice and then with many. Sometimes it had the sound of devilish laughter. Zlateh, too, awoke, and when Aaron greeted her, she answered, "Maaaa."

Yes, Zlateh's language consisted of only one word, but it meant many things. Now she was saying, "We must accept all that God gives us—heat, cold, hunger, satisfaction, light, and darkness."

Aaron had awakened hungry. He had eaten up his food, but Zlateh had plenty of milk.

For three days Aaron and Zlateh stayed in the haystack. Aaron had always loved Zlateh, but in these three days he loved her more and more. She fed him with her milk and helped him keep warm. She comforted him with her patience. He told her many stories, and she always cocked her ears and listened. When he patted her, she licked his hand and his face. Then she said, "Maaaa," and he knew it meant, I love you, too.

The snow fell for three days, though after the first day it was not as thick and the wind quieted down. Sometimes



Comprehension Check

140

The author says that Zlateh's language *meant many things*. What does the author mean? Check one.

- ☐ Zlateh speaks many different languages.
- ☐ Zlateh is smarter than other goats.
- ☐ Aaron pretends that Zlateh says the words he wants to hear.

150

160

To Sum Up

- Aaron and Zlateh live in the haystack for three days.
- Zlateh feeds Aaron and helps him stay warm.
- Aaron loves Zlateh more than ever.



Comparing Literature

The author describes the family's fear that Aaron and Zlateh were lost. Then the author describes the return of Aaron and Zlateh. What effect does this style have? Check one.

- ☐ It helps to show how great the family's joy is.
- ☐ It makes it seem like Aaron's family does not love him.
- ☐ It makes Aaron's family seem like they don't have very much money.

To Sum Up

- The snow storm ends, and Aaron takes Zlateh back home.
- Aaron's family thinks he is lost forever.
- The family is very happy when they see Aaron.

Aaron felt that there could never have been a summer, that the snow had always fallen, ever since he could remember.

He, Aaron, never had a father or mother or sisters. He was a snow child, born of the snow, and so was Zlateh. It
 170 was so quiet in the hay that his ears rang in the stillness. Aaron and Zlateh slept all night and a good part of the day. As for Aaron's dreams, they were all about warm weather. He dreamed of green fields, trees covered with blossoms, clear brooks, and singing birds. By the third night the snow had stopped, but Aaron did not dare to find his way home in the darkness. The sky became clear and the moon shone, casting silvery nets on the snow. Aaron dug his way out and looked at the world. It was all white, quiet, dreaming dreams of heavenly splendor. The stars were large and
 180 close. The moon swam in the sky as in a sea.

On the morning of the fourth day Aaron heard the ringing of sleigh bells. The haystack was not far from the road. The peasant who drove the sleigh pointed out the way to him—not to the town and Feivel the butcher, but home to the village. Aaron had decided in the haystack that he would never part with Zlateh.

Aaron's family and their neighbors had searched for the boy and the goat but had found no trace of them during the storm. They feared they were lost. Aaron's mother and
 190 sisters cried for him; his father remained silent and gloomy. Suddenly one of the neighbors came running to their house with the news that Aaron and Zlateh were coming up the road.

There was great joy in the family. Aaron told them how he had found the stack of hay and how Zlateh had fed him

with her milk. Aaron's sisters kissed and hugged Zlateh and gave her a special treat of chopped carrots and potato peels, which Zlateh gobbled up hungrily.

Nobody ever again thought of selling Zlateh, and now that the cold weather had finally set in, the villagers needed the services of Reuven the furrier once more. 200

When Hanukkah came, Aaron's mother was able to fry pancakes every evening, and Zlateh got her portion, too. Even though Zlateh had her own pen, she often came to the kitchen, knocking on the door with her horns to indicate that she was ready to visit, and she was always admitted. In the evening Aaron, Miriam, and Anna played dreidel. ¹⁵ Zlateh sat near the stove watching the children and the flickering of the Hanukkah candles. Once in a while Aaron would ask her, "Zlateh, do you remember the three days we spent together?" 210

And Zlateh would scratch her neck with a horn, shake her white bearded head, and come out with the single sound which expressed all her thoughts, and all her love.

15. *Dreidel* is a Hanukkah game played with a spinning top.



Comparing Literature

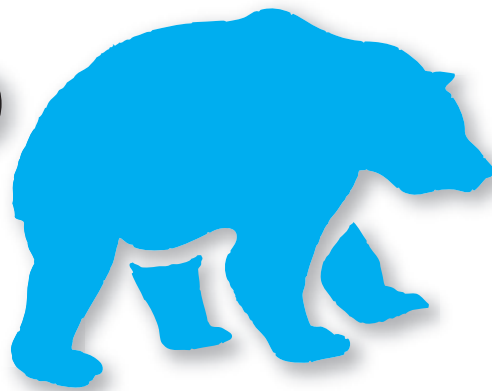
Underline the words that show the family is grateful to Zlateh.

Follow along as your teacher leads the class in reading the text aloud.

To Sum Up

- Aaron's family is very happy to see him.
- The family gives Zlateh hugs and special treats to thank her.
- The family never thinks of selling Zlateh again.

THE BOY WHO LIVED WITH THE BEARS



Comparing Literature

What does the author mean when he says, “It was said that no child would ever be without parents”? Check one.

- ☐ People believed that parents never die.
- ☐ People believed that all children should have someone to care for them.
- ☐ People heard children’s voices speaking to them.

elders (el’ dərz) *n.* people who are older



To Sum Up

- A small boy goes to live with his uncle after his parents die.
- The uncle does not want to take care of the boy.
- The uncle decides to “get rid of” the boy.

Long ago, in a small village of the Haudenosaunee people,¹ there lived a little boy whose parents had died. This boy was living with his uncle, as was the custom in those days, for it was said that no child would ever be without parents.

But this boy’s uncle did not have a straight mind. Although it was his duty to take care of his nephew, he resented the fact that he had this boy to care for. Instead of taking care of him, he treated him badly. He dressed him in
10 ragged clothes; he gave him only scraps of food to eat; he never even called the boy by his name. He just would say, “Hey, you, get out of my way!”

Now, this boy had always been taught by his parents to treat elders with respect. So he tried to do everything he could to please his uncle. His uncle was very respected in the village because he was a great hunter. When he and his dog went out, they always brought back game. One day, the uncle woke up with an idea in his mind. It was a twisted-
20 mind idea,² for what the uncle thought was this: “Too long have I been bothered with this troublesome boy. Today, I will get rid of³ him.”

1. The **Haudenosaunee people**, or Iroquois, are a Native American nation originally from the area of the northeastern United States and Southern Canada.

2. A **twisted-mind idea** is an unhealthy or wrong idea.

3. To **get rid of** something is to make it go away, throw it out, or kill it.

And so he called, “You, come here!” The boy quickly came, because he wanted to please his uncle. The uncle said, “You and I, we’re going to go hunting together.”

They left the lodge and started for the woods, and that was when the boy noticed something strange. He said, “Uncle, aren’t you going to take your dog?” The uncle looked at the boy and said, “Today, you will be my dog.”

Then the boy noticed another thing that was strange—they were going toward the north. In the village, when people went hunting, they would go to the east, or the south, or the west, but they would never go to the north, because there, it was said, strange things happened in the forest. Farther and farther the boy and his uncle went, away from any of the trails that people would follow, farther and farther to the north. The boy stayed close behind his uncle.

Finally, they came to a small clearing in the deep forest.

On the other side, in the hillside, there was a small cave. The uncle said, “There are animals in there. You are my dog. Crawl in and chase them out.” The boy was frightened, but then he thought back to what his parents had always told him: “Do what your elders say. Trust your elders.”

So he crawled into the cave, but there was nothing there, no animal at all. As he turned around and began to crawl out, the circle of light that was the mouth of the cave suddenly vanished—the cave mouth had been blocked by a big stone. That was when the boy realized that his uncle meant to leave him there, and he began to cry.



Comprehension Check

Why do the boy and his uncle go to the north?

30

40

vanished (vañ' ishd) v. went out of sight; disappeared



To Sum Up

- The uncle tells the boy they are going hunting.
- The uncle tells the boy to go into a cave.
- The uncle blocks the door of the cave with a stone.



Comparing Literature

Why does the author include the words of the boy's song? Check one.

- ☐ The author wants to show what the song sounds like.
- ☐ The author wants to show that the boy is crying.
- ☐ The author wants to show what the song means.

To Sum Up

- The boy is afraid, so he sings a song to feel better.
- Someone sings the song back to the boy.
- The rock rolls away, and the boy sees many animals outside the cave.

50

But as his tears came, he remembered the song his mother had taught him to sing when he needed a friend. Softly, he began to sing:

"Weyanna, weyanna, weyanna, hey.

Weyanna, weyanna, weyanna, hey.

Weyanna, weyanna, weyanna, hey.

Wey, hey yo-o-o, wey hey yo."

Then he stopped, because it seemed as if he could hear soft singing answering him on the other side of that rock. So he sang a little louder:

"Weyanna, weyanna, weyanna, hey.

60

Weyanna, weyanna, weyanna, hey.

Weyanna, weyanna, weyanna, hey.

Wey, hey yo-o-o, wey hey yo."

And from the other side of that rock came back:

"Wey, hey yo-o-o, wey hey yo."

The boy knew now that someone was out there, singing back to him, so he sang louder again. From the other side of the rock the song came back, strongly now. Then, together, the song was sung from both sides of the stone, and it ended together very loudly:

70

"Wey, hey yo-o-o, wey hey yo."

As the song ended, the rock was rolled away, and the boy crawled out into the bright sunlight, blinking his eyes. All around him in the clearing many people were gathered: big people, small people, tall people, skinny people, fat people, people of all shapes and sizes. He blinked his eyes again, and he saw they were not people at all. They were animals, all the animals of the forest: bears, deer, foxes,

wolves, beavers, muskrats, and even the small animals—squirrels, woodchucks, chipmunks, moles. All of them were gathered there and all were looking straight at him. He stood up, and all of those animals took one step toward him! The boy did not know what would happen next. And that was when an old grandmother woodchuck shuffled up to him, poked him in the leg, and said, “Grandson, we heard your song. Do you need a friend?”

“Yes,” said the boy. “I do need a friend. You’ve come to help me?”

“Yes,” said the old grandmother woodchuck, “but where is your family? Why are you here, trapped in this cave?” The boy shook his head sadly. “My parents died, and only my uncle was left to care for me. But he did not want me. He put me in this cave and left me here to die, so I have no family anywhere in the world.”

The old grandmother woodchuck said, “Grandson, we will be your family! Pick any of us, and we will adopt you!”



Comparing Literature

80

The author helps you to understand that the boy sees many animals. How does the author show this?

90

adopt (ə dɒpt') v. to take in and raise a child



REFLECT

Compare and Contrast

Both “Zlateh the Goat” and “The Boy Who Lived with the Bears” involve animal characters. How are the authors’ styles of sharing the animal characters’ thoughts the same? How are the styles different?



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- The animals explain that they heard the boy’s song.
- The animals tell the boy that they will be his family.
- The animals tell the boy to pick which animal he will live with.



Comparing Literature

What words does the author use to show that the boy begins to look like a bear?

- ☐ "They ate delicious berries and honey."
- ☐ "If their claws scratched him, hair would grow there."
- ☐ "The bear cubs would wrestle and play with him."

To Sum Up

- The boy asks the animals to tell him about their lives.
- The boy chooses to live with the bears.
- The boy lives and plays with the bears and then starts to look like one.

The boy looked around. All the animals were looking at him, but how could he decide?

"My friends," he said, "tell me what your lives are like. Then I can decide which one I will come and live with."

100 So the animals began to tell him about their lives: The mole told him how he lived in a warm burrow and dug in the earth and ate delicious worms; the beaver described how he swam underwater and lived in a warm lodge and ate tree bark. The boy thanked each animal politely, but said that he did not have the claws to dig like the mole, and that he could not hold his breath and swim underwater like the beaver.

110 Then the old mother bear came up. "My boy, you would like to be a bear. We take our time going through the forest. We eat the most delicious honey and berries. We sleep in our warm cave. And my two children here will play with you as much as you want." The boy quickly said, "I will be a bear."

And indeed, it was as the old mother bear said. Their lives were very good together. They took their time going through the forest. They ate delicious berries and honey, and the boy grew fat and happy. The bear cubs would wrestle and play with him as much as he wanted. In fact, he began to look like a bear himself, because when they
120 wrestled and played, if their claws scratched him, hair would grow there, so that after some time had passed, that boy looked just like a bear, covered with black hair himself.

For two seasons, they lived this way. But then one day, as they were walking through the forest, the old mother bear stopped suddenly and said, "Listen! . . . Listen!"

Well, the boy listened. And before long, he heard the sound of feet walking through the forest, stepping on twigs and brushing past the leaves. The old mother bear began to laugh. "That is the sound of a hunter trying to hunt the bear. But he makes so much noise going through the forest, we call him Heavy Foot. He will never catch a bear!" And so they continued on their way.

130

Another day came, and again as they walked through the forest, the old mother bear stopped and said, "Listen!" The boy could hear the sound of someone talking to himself, saying, "Ahhh, it is a very good day for hunting. Ah-ha, today I will surely catch a bear! Uh, yes, uh, I will probably catch more than one bear, for I am a great hunter!"

Old mother bear began to laugh. "That's the one who talks to himself while he hunts. We call him Flapping Jaws. He will never catch a bear!"

140

And so it went on. Each day they listened. They heard the hunter called Bumps into Trees, and the one called Falls in the Lake. None of these hunters was good enough to catch a bear.

But then one day, as they walked along, the old mother bear said, "Stop. Listen!" For a long time, the boy could hear nothing. Then, very, very faintly, he could hear the sound of soft feet, moving through the forest. But it did not sound like two feet. It did not sound like four feet. It sounded like two feet and four feet.

150

The old mother bear quickly nodded. She said, "This is the one we fear. It is Two Legs and Four Legs. We must RUN!" And she began to run. The boy and the two cubs ran



Comprehension Check

The bears are not afraid of Heavy Foot. Why? Check one.

- ☐ He makes a lot of noise.
- ☐ He looks like a bear.
- ☐ He has a dog with him.

To Sum Up

- The bears are not afraid of the hunter, Heavy Foot.
- One day they hear the sound of very soft feet.
- They are afraid of this hunter, who they call Two Legs and Four Feet.

hollow (hol' ō) *adj.* empty on the inside



behind her through the forest, but Two Legs and Four Legs were behind them. They ran through the swamps, but Two Legs and Four Legs were getting closer. They ran up the hills, but still Two Legs and Four Legs followed, and now the boy could hear behind them a sound growing louder:

160 “Wuf, wuf, wuf, wuf, wuf!” And the boy knew that Two Legs and Four Legs were very close behind.

They came to a clearing where an old tree had fallen. It was hollow. The boy and the two cubs and the old mother bear went into that hollow log to hide.

The boy listened. He heard Two Legs and Four Legs come into the clearing and right up to the log. And then everything became quiet.

“Perhaps they’ve gone away,” the boy thought. But then he began to smell smoke. Smoke was coming into the log!

170 Two Legs had made a fire and was blowing the smoke into the log to make them come out.

It was just at that moment that the boy remembered that he, too, was a Two Legs. He was a person, a human being, and that was a hunter and a dog out there. The boy shouted, “Stop! Don’t hurt my family!” And upon these words, the smoke stopped coming into the log.

The boy crawled out, blinking his eyes against the light. There in front of him stood the hunter, and the hunter was his uncle! The uncle stared at the boy. The boy stood up and
180 came closer. The uncle reached out and touched him, and

To Sum Up

- They run from Two Legs and Four Legs and hide in a hollow tree.
- The boy yells to the hunter not to hurt his family.
- The boy sees that the hunter is his uncle.

all the hair fell off the boy's body, and he looked like a person again.

"My nephew!" said the uncle. "Is it truly you? Are you alive?"

"Yes, I am, Uncle," said the boy.

"How could this be?" said the uncle. "I went back to the cave, because I realized I had done a twisted-mind thing. But when I got there, the stone had been rolled away. There were the tracks of many animals. I thought they had eaten you."

190

"No," said the boy. "The bears adopted me. They are my family now, Uncle. You must treat them well."

The uncle nodded. He said, "My nephew, your words are true. Call your family out. I will greet them and I will be their friend." So the boy called, and the old mother bear and the two cubs came out from the log; they came out and sniffed the hunter. He stood there patiently, letting them approach him.

From that day on, the hunter and his nephew were a family, and the bears were part of their family. And ever since then, this story has been told to remind parents and

200

REFLECT

Compare and Contrast

Both stories end happily. How is the author's style of ending "The Boy Who Lived with the Bears" similar to the author's style of ending "Zlateh the Goat"?



Talk about your answer with a partner.



Comparing Literature

The uncle changes from earlier in the story to now. How does the author show that the uncle has changed? Check one.

- ☐ The author writes, "The uncle has changed."
- ☐ The author describes how the uncle tracks animals.
- ☐ The author tells that the uncle accepts the boy and the bears as his family.

To Sum Up

- The uncle says that what he did to the boy was wrong.
- The boy tells the uncle that the bears adopted him.
- The uncle, the boy, and the bears become a family.

Here, **holds in its heart** means
“feels.”

elders always to treat their children well and to show as much love in their hearts as a bear **holds in its heart** for its children.

That is how the story goes. *Ho? Hey.*

To Sum Up

- This story reminds people to love their children.

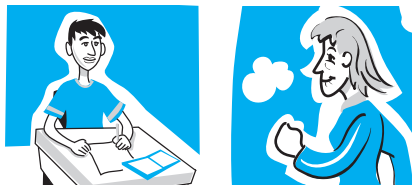
Vocabulary Check

A. Circle the correct picture.

1. Which people are **elders**?



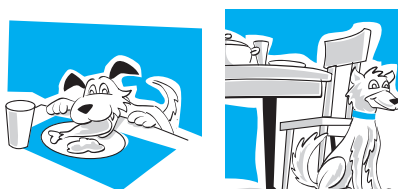
3. Who sits **patiently**?



2. Which tree is **hollow**?



4. Which dog will **obey**?



B. Check the sentence that is the best example of the boldfaced word.

5. **adopt**

- ☐ A family gets used to a difficult situation.
- ☐ A family takes in a young girl and cares for her.

7. **patiently**

- ☐ You stand in line and complain about it.
- ☐ You stand in line calmly and quietly.

6. **frequently**

- ☐ Yvette does her homework every day.
- ☐ Yvette practices piano once a month.

8. **obey**

- ☐ A boy reads a book carefully.
- ☐ A boy follows a command.

C. Circle the word that has almost the same meaning as the boldfaced word.

9. **frequently**

never

often

freshly

exuding

10. **vanished**

appeared

tiptoed

disappeared

finished

11. **pleading**

enjoying

begging

beating

adopting

12. **adopt**

steal

enjoy

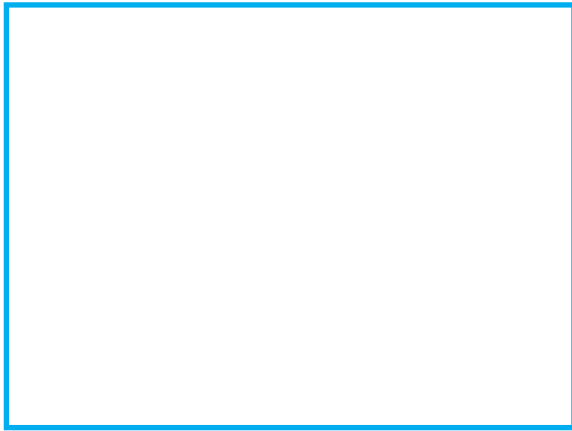
accept

leave

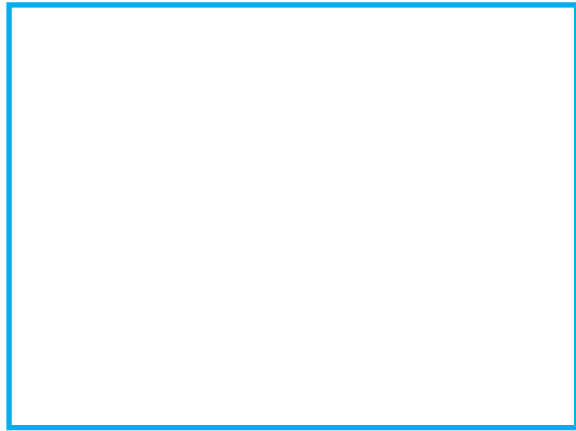
Comprehension Check

A. Draw a picture that shows what happened at the end of each story.

1. "Zlateh the Goat"



2. "The Boy Who Lived with the Bears"



B. For each sentence, circle the correct answer inside the parentheses.

3. Aaron's father tells him to take Zlateh to the (market / the butcher).
4. On their way, Zlateh and Aaron (get trapped in a storm / find eight gulden).
5. In the beginning of "The Boy Who Lived with the Bears," the uncle is (twisted / patient).
6. At the end of "The Boy Who Lived with the Bears," the uncle is (mean / kind).

C. Answer the questions below.

7. How does the author want you to feel when Aaron's father sends Zlateh to the butcher?

8. How does the author create that feeling?

9. What feeling does the author want you to have when the boy is trapped in the cave?

10. How does the author create that feeling? _____

**Write a Conversation**

Imagine that Aaron and the boy are telling each other their stories. Write down the conversation. When you are finished, take turns reading the conversation aloud with a partner.

THE BOY: Last year I lived with some bears. This is how it happened. _____

AARON: How did you feel when you lived with the bears?

THE BOY: When I lived with the bears, I felt _____.
Has anything like that ever happened to you?

AARON: Once I got caught in a blizzard with Zlateh, my goat. This is what happened. _____

THE BOY: What did you learn during the storm?

AARON: During the storm, I learned _____

_____.

WHAT EXACTLY IS A HERO?

Vocabulary Practice

A. Match the words to the correct pictures.

1. **triumphs**

2. **hike**

3. **journey**

4. **celebrity**



B. Check the box next to the sentence that uses the vocabulary word correctly.

5. **revealed**

- ☐ The bear revealed his dinner by tearing it apart.
- ☐ The magician revealed what was in his hat.

7. **qualities**

- ☐ Olivia has many qualities that make a good teacher.
- ☐ Fernando's qualities include his new bike and basketball hoop.

6. **primary**

- ☐ Staying healthy is my primary goal in life.
- ☐ The primary bird catches the worm.

8. **heroism**

- ☐ The fireman showed his heroism by saving the boy.
- ☐ Max went to counseling for heroism.

C. Circle the letter of the word that means the same as the vocabulary word in each sentence.

9. Clean water is an **essential** need for pets like dogs and cats.

- a. conscious b. easy c. basic

10. Sara's husband is a **prominent** part of her life.

- a. temporary b. important c. small

11. Small business owners hope for good **economic** success.

- a. money b. social c. famous

12. Our team is losing, but I hope it will **prevail** in the end.

- a. lose b. hike c. win

13. Hernando made a **conscious** effort to improve his writing.

- a. accidental b. purposeful c. sorry



Vocabulary Check

A. Label each picture with the vocabulary word that fits best.

celebrity

heroism

revealed

triumphs



1. _____ 2. _____ 3. _____ 4. _____

B. Match each vocabulary word with its meaning.

hike

journey

primary

qualities

5. most important _____
 6. the act of traveling; a trip _____
 7. a person's characteristics or basic nature _____
 8. a walk for pleasure or exercise _____

C. Think about how the words in the word bank were used in the essay. Then complete the sentences with one of the words.

conscious

economic

essential

prevail

prominent

9. A hero can come from any _____ group.
 10. One _____ quality of a hero is courage.
 11. A hero does not need to be a _____ member of the community.
 12. A person makes _____ decisions to become a hero.
 13. A hero looks inside for the strength to _____.



Write an Essay

Would you rather be a hero or a celebrity? Discuss this question with a partner. Use the discussion to form your own ideas. Write your essay. Then trade essays with your partner.

I would rather be a _____
than a _____. My primary
reason for this choice is _____
_____.

Being a _____ would mean

_____.

It could also mean that _____
_____.

I would not want to be a _____
because _____
_____.

In conclusion, I would like to be a _____
because to me, that means _____
_____.

Vocabulary Practice

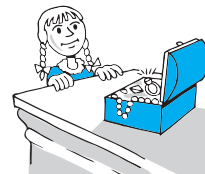
A. Draw a line to match each word to the correct picture.

1. shaft

2. precious

3. spring

4. capsized



B. Choose the best word from the list to replace the underlined word or words in each sentence.

evidently

newcomers

strive

thaw

unjust

5. Most people said the law was unfair. _____

6. Clearly it has been raining. There are puddles in the street. _____

7. The ice cream began to melt. _____

8. The people who just arrived needed help finding the grocery store. _____

9. I try hard to sing as well as my sister. _____

C. Complete the sentences below, keeping in mind the meaning of the vocabulary word.

10. I am **industrious** when _____.

11. There is a _____ **adjoining** my school.

12. Something difficult I have **endured** is _____.

13. A person who is **floundering** looks _____.



Write a Friendly Letter

Pretend that you are Walt. Write a letter to your father. Tell him how you saved Loren Hall's claim. Then read your letter to a partner.

Dear Dad,

Two days ago I was watching Loren's claim. I
saw _____

_____.
I was not scared, but I was worried. I knew that
I had to _____

_____.
Our dogs and sled are with you, so I had to
_____.

The claim jumpers _____ . I got away!
And I found Loren. We _____

_____.
It's good to be home now. I'll be glad when
you're back home with me.

Your son,

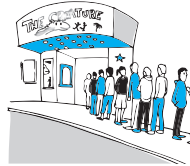
Walt

Vocabulary Practice

A. Match each vocabulary word to the correct picture.

1. _____ patience

a.



2. _____ argue

b.



3. _____ courage

c.



B. Write the vocabulary word that has the same meaning as the underlined word or phrase.

argue

journey

treasure

4. _____ I enjoy Philip's friendship.

5. _____ We disagree about where we should go.

6. _____ The astronaut made a trip to space.

C. Use each vocabulary word in a sentence.

7. **benefit** _____

8. **convince** _____

Write A Letter

Imagine that you are the speaker in "My Father Is a Simple Man."
Write a letter to your father to let him know
how you feel. Complete the letter below.

Dear Father,

This morning when we walked to the market,
we argued about _____

_____ .

You told me that if I eat more _____
I'll be healthy.

After we talked about fruit,

I asked you about _____ .

You told me that you would gladly face it.

As I listened to you talk I realized _____

Love,

Vocabulary Practice

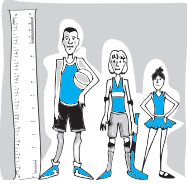
A. Match the words to the correct pictures.

1. **local**

2. **average**

3. **moisture**

4. **pattern**



B. Match each vocabulary word to the word or phrase that means the opposite.

5. **patterns**

a. wasting

6. **tilt**

b. flatness

7. **recycling**

c. dryness

8. **moisture**

d. changes

C. Choose the correct answer from the word bank.

absorbs

axis

factor

humidity

9. Which word means "a line down the middle"?

10. Which word means "soaks up"?

11. Which word means "one of the causes"?

12. Which word means "wetness or dampness"?

Climate

Vocabulary Check

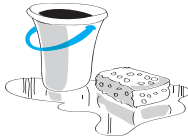
A. Write the correct vocabulary word under each picture.

local

moisture

recycling

reduce



1. _____ 2. _____ 3. _____ 4. _____

B. Choose the sentence that uses the word correctly.

5. **region**

- a. This **region** of the country is very warm.
- b. The powerful king looked **region** in his robes.

7. **tilt**

- a. The **tilt** of the building is a dark red.
- b. The building has a **tilt**. It looks as if it is going to fall.

6. **patterns**

- a. Weather **patterns** in Chicago are similar from year to year.
- b. Weather **patterns** in California are always cold.

8. **absorbs**

- a. The soil in Luisa's garden **absorbs** rain.
- b. Every day Thich **absorbs** his new toys.

C. Think about how each word is used in the textbook lesson "Climate."

Then write the vocabulary word next to its meaning.

axis

factor

humidity

recycling

- 9. _____ processing materials in order to reuse them
- 10. _____ one of several things that cause something
- 11. _____ a straight line which an object turns around
- 12. _____ moisture or dampness in the air



Prepare an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are a scientist and a student is interviewing you for a report on climate. Write your answers to the questions below. Then practice reading the interview aloud with a partner. Take turns being the scientist and the student.

STUDENT: What is climate?

SCIENTIST: Climate is _____

STUDENT: How do you determine the climate of a region?

SCIENTIST: To determine the climate of a region, I study _____

STUDENT: Is location the only factor that affects climate?

SCIENTIST: No. Other factors include _____

STUDENT: Has the Earth's climate ever changed? Please explain your ideas.

SCIENTIST: _____

Vocabulary Practice

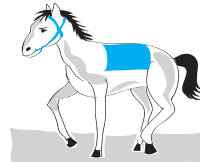
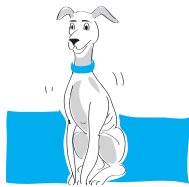
A. Match the vocabulary word to the right picture.

1. **trot**

2. **scrawny**

3. **gallop**

4. **clearing**



B. Read the definitions in Column A. Think of a vocabulary word that has the same meaning. Spell the vocabulary word in the blank spaces.

Column A

5. space between two points

6. land filled with bushes and trees

7. refusing to do something

8. land with no trees or brush

Vocabulary Word

_ _ s _ _ _ e

_ _ _ c _ _ t

_ _ u _ _ _ r _

_ l _ _ r _ _ _

C. Complete each sentence.

9. I am **stubborn** when _____.

10. There is a great **distance** from my house to _____.

11. I think it is **ridiculous** when _____.

12. I feel **proud** when _____.

Write a Speech

Pretend you are Donkey. Write a short speech to Toad and Brother Spider. Read your speech to a partner.

Donkey gives a speech to Toad and Brother Spider:

I knew I was the fastest around. That is why I said I would race the little hop toad. I only decided to race because _____

_____.

I started the race _____

Then I heard _____

_____.

I panicked a bit and _____.

When I realized I wasn't going to win _____.

I learned that _____,

and I decided _____!

Vocabulary Practice

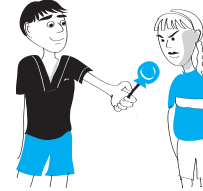
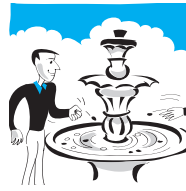
A. Match the vocabulary words to the correct pictures.

1. **strummed**

2. **cast**

3. **peers**

4. **frowns**



B. Write T if the statement is true. Write F if the statement is false.

- ___ 5. A **melody** is something you can listen to.
- ___ 6. If you **snare** something, you give it away.
- ___ 7. If something is **expanding**, it is getting bigger.
- ___ 8. If you **strummed** an instrument, you fixed it.

C. Write the vocabulary word that correctly answers the question.

cast

frowns

peers

stumbles

9. Which word goes with "looks sad"? _____
10. Which word goes with "trips"? _____
11. Which word goes with "to look at"? _____
12. Which word goes with "to toss"? _____



Write a Letter

Think about a person who helped you become who you are today. Then write a letter to that person thanking him or her. Explain how he or she helped to shape who you are.

Dear _____,

You have been a big part of my life. You helped me to

_____. You helped me to see that

_____.

Thank you very much for _____

_____.

Love,

Vocabulary Practice

A. Write the word below the picture it matches.

frighten

shadows

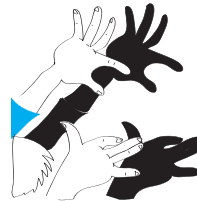
strangers



1. _____



2. _____



3. _____

B. Complete each sentence with the best word from the box.

attends

peace

scream

4. The queen's maid _____ her all day long.

5. I might _____ during scary movies.

6. The country has _____ now after the war.

C. Circle the letter of the sentence that is the best example of the word.

7. **scorn**

- a. He likes opera, but he doesn't **scorn** pop music.
- b. When my friends do well on a test, I **scorn** them.
- c. He **scorns** his favorite TV show.

8. **greed**

- a. **Greed** made him lie and cheat for money.
- b. **Greed** made him give money to the poor.
- c. **Greed** made him take a long nap.

9. **strangers**

- a. My mother told me not to talk to **strangers**.
- b. I have many friends who are **strangers** from other countries.
- c. There are many **strangers** in my family.

Write an Editorial

In an editorial, a writer expresses his or her opinion. Think back to the perfect world you imagined in the beginning of the lesson. Write an editorial about your perfect world.

Dear Readers,

I think the most important things for a perfect world are

_____. They are important
because _____

_____.

There are also things a perfect world should not have. It should
not have _____

_____.

_____. The world would be better without
these things because _____

_____.

ARACHNE

Vocabulary Practice

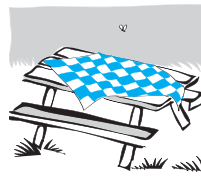
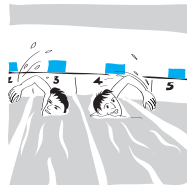
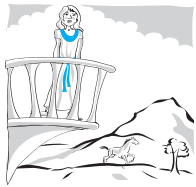
A. Match the words to the correct pictures.

1. **compete**

2. **pattern**

3. **spectators**

4. **maiden**



B. Write T if the statement is true. Write F if it is false.

___ 5. An **insult** makes you feel happy.

___ 6. A **loom** is used to cook food.

___ 7. Two pennies are always **equal** in size.

___ 8. You answer **indignantly** to a friendly hello.

C. Answer each question with the correct vocabulary word.

amid

descendants

mortal

obscure

obstinacy

9. Which word means "children, grandchildren, and great-grandchildren"? _____

10. Which word means "in the middle of"? _____

11. Which word means "not well known"? _____

12. Which word means "stubbornness"? _____

13. Which word means "not able to live forever"? _____

Vocabulary Practice

A. Label each picture with a word from the box.

computers

reference

signature

transfer



1. _____

2. _____

3. _____

4. _____

B. Match each vocabulary word with the best definition or example.

___ 5. **computers**

a. a wrongdoing

___ 6. **violation**

b. autograph

___ 7. **privileges**

c. calculators

___ 8. **signature**

d. special rights

C. Complete the sentences.

9. To get **access** to the Internet, I must _____

10. I **trust** my good friend because _____

11. My mother gives me **privileges** to _____

12. An athlete makes a **violation** when he or she _____

Vocabulary Practice

A. Match the word to the correct picture.

1. faithful

2. alert

3. selfish

4. reared



B. Circle the letter of the sentence that is the best example of the vocabulary word.

5. noble

- a. Joseph always does what is right.
- b. Joseph does not care how other people feel.

6. ungrateful

- a. Dao was thankful for her new sweater.
- b. Dao wished that she had been given a nicer sweater.

7. fortune

- a. I have most of my tests on Friday.
- b. Luckily, my family is leaving for vacation on Friday.

8. malice

- a. Alice helped one of her classmates after he tripped.
- b. Alice was happy that her classmate fell.

C. Complete the sentences with a word from the word bank.

prosperity

reputation

sacrificed

traitors

treacherous

9. We _____ the money we had and gave it to charity.

10. The pirate ship was full of _____ people.

11. My grandmother has _____ because she has a large family.

Write a poster

Create a poster for your local animal shelter. Your purpose is to convince people to adopt homeless dogs. Think about “Eulogy on the Dog” before you write your poster. Then share your poster with the class and talk about it.

Members of the community:

Give a _____ a home!

A dog makes a great friend because a dog is
_____, _____ and
_____.

George Graham Vest once said that a dog is the
_____.

He also said that a dog is an even better
friend than a human friend because

_____.

Come see for yourself. Visit _____
_____.

Remember: dogs are _____
_____.





Vocabulary Practice

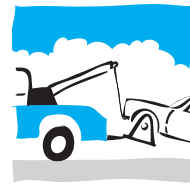
A. Match the words to the correct pictures.

1. **bellowed**

2. **plump**

3. **chain**

4. **hauling**



B. Circle the letter of the word or phrase that has the same meaning as the boldface word.

5. Water is **scarce** after months of no rain.

a. easy to find

b. hard to find

c. hard to see

6. A farmer could **starve** if he could not grow crops.

a. suffer from thirst

b. eat too much

c. suffer from hunger

7. Are you **satisfied** with your gift?

a. happy

b. unhappy

c. sorry

8. I will **reward** you if you find my lost cat.

a. take back what I gave you

b. tell you a story

c. give you something in return

C. Use each boldface word in a sentence.

9. **toppled** _____

10. **sleek** _____

11. **ease** _____

12. **lamented** _____

The Shutout

Vocabulary Practice

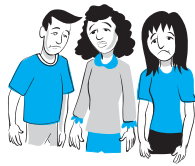
A. Match the words to the correct pictures.

1. admit

2. compete

3. exclude

4. voted



B. Write T if the statement is true. Write F if the statement is false.

___ 5. Bicycle **enthusiasts** hate to ride bikes.

___ 6. A store that sells a lot usually makes a **profit**.

___ 7. In baseball, players run toward the **bases**.

___ 8. A fence is a **division** between two areas.

C. Write the vocabulary word that best answers each question or clue.

documentation

portrayed

privileged

rivaling

uniquely

9. How would you describe people who have lots of money? _____

10. An artist did this when she painted someone. _____

11. What could you give a person to prove that you paid for something?

12. The number two team is doing this to the number one team. _____

13. You dress like this if you dress like no one else. _____

The Shutout

Write an Editorial

An editorial is a section of a newspaper. An editorial gives the editor's opinion about something. Imagine that the National Association of Base Ball Players has just voted to exclude African American players. Write an editorial about African American players starting their own leagues.

Dear Readers:

The National Association of Base Ball Players has just made a terrible mistake! They have decided to _____

_____. But African American baseball players cannot let this stop them from playing. They should _____

_____. This way, African American players can keep playing, and their fans can keep watching. Of course, it will be hard. The all-white teams have _____

The important things about baseball are _____

_____. For the good of baseball and human dignity, we must _____

Thank you for reading.

Editor

Vocabulary Practice

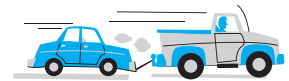
A. Match the words to the correct pictures.

1. transported

2. ceremonial

3. intently

4. catastrophe



B. Choose the best word from the list to replace the underlined word or words in each sentence.

achievements

distinguished

recognition

tortured

5. Laws protect people against being badly hurt on purpose. _____

6. The brave woman receives appreciation for rescuing a child. _____

7. The respected teacher wins many awards. _____

8. The scout troop is proud of its many completed goals. _____

C. Fill in each blank with the best word from the word bank.

brutal

denounced

inferior

menace

9. At the meeting, Daniela angrily _____ people who waste water.

10. That cheap jacket is made from _____ cloth.

11. Some people think boxing is a _____ sport.

12. The bully is a _____ to the children.

Vocabulary Practice

A. Match the words to the correct pictures.

1. **communicated**

2. **disrespectful**

3. **inhabited**



B. Write T if the statement is true. Write F if it is false.

___ 4. It takes a lot of **imagination** to invent a game.

___ 5. A word that is **incomprehensible** is easy to understand.

___ 6. You feel good when you **accomplish** a difficult task.

___ 7. If you have a **yearning** for something, you want it very much.

C. Find each vocabulary word on page 137. Reread each example sentence. Then complete the activity below.

8. Give an example of something you **relish**.

9. Give an example of **defiance**.

10. Describe a scene that is total **chaos**.

11. Describe someone who shows **indifference**.



Vocabulary Practice

A. Label the pictures with words from the word bank.

career

dictators

exercises

recovered



1. _____

2. _____

3. _____

4. _____

B. Complete the sentences with a word from the word bank.

duty

improve

politics

tragedy

5. A _____ is something you must do.

6. A very sad event is a _____.

7. To make something better is to _____ it.

8. People gain government power through _____.

C. Answer the questions. Use one of the words from page 153 in your answers.

9. Where do the poorest people in a city often live?

10. A person is unable to move. What might have happened to the person's legs?

11. Many people have lost their jobs. What do we call this time period?

12. What does something have if it does not work very well?

13. What do we call a person who is able to make things happen?

Write a Speech

Imagine it is 1945 and you are Eleanor Roosevelt. The National Association for the Advancement of Colored People (NAACP) asks you to join their Board of Directors. This is your acceptance speech. Complete the speech. Include the feeling that Eleanor Roosevelt had for the causes of human rights. Then read your speech aloud to a partner.

Thank you. I am very honored to be appointed to the _____
_____.

Together we have fought long and hard for the rights of _____
_____.

This has been a great year for African Americans because the Army Nurse Corps has decided to _____
_____.

This is just the beginning. We must work even harder to end this separating of the races called _____.

Think about what the Daughters of the American Revolution (DAR) did a few years ago to further racial prejudice. They _____
_____.

Because of this terrible prejudice, I _____ from the DAR. Then I made it possible for Anderson to _____.

I will not rest until our public schools allow _____
_____.

I will not rest until the United Nations approves the _____
_____.

Some examples of human rights are _____
_____.

We will not give up! Together we will achieve our goals.
Thank you.



Vocabulary Practice

A. Match each word to its picture.

1. fleet

2. canoe

3. pounds

4. extraordinary



B. Complete each sentence with a word from the word bank.

dangerous

decade

feat

strange

5. A person who has lived for a _____ is ten years old.
6. If you run twenty miles, it is a great _____.
7. It can be very _____ to swim alone.
8. A _____ thing is not normal.

C. Circle the letter of the sentence with the best example of the word.

9. a. He followed the **weird** sound outside the house.
b. I am **weird** enough to win the beauty contest.
10. a. Uma felt **discarded** because she lost her purse.
b. We recycle **discarded** soda cans.
11. a. She takes her **dedication** three times a day.
b. She shows her **dedication** to the school by volunteering.
12. a. They looked for treasure in the **wreckage** of the ship.
b. The **wreckage** of one ship into the other caused them both to sink.

THE ECO-CANOEIST



Vocabulary Check

A. Circle the picture that best answers the question.

1. Which boat is a **canoe**?



3. Which person is doing something **extraordinary**?



2. Which is a **fleet** of ships?



4. Which is an example of something **strange**?



B. Unscramble the words from the word bank.

dangerous

decade

feat

pounds

5. efta _____

6. dadece _____

7. darsnogeu _____

8. opdsun _____

C. Complete the sentences below.

9. You may find **discarded** _____ in a river.

10. Boat **wreckage** and _____ are a few things the Eco-Canoeist picks up.

11. The Eco-Canoeist has the **dedication** of _____ to help him.

12. The Eco-Canoeist has the **weird** experience of finding _____ in the river.



Create a Poster

Create a poster for your community. Your purpose is to convince people to become Eco-Canoeists and clean up trash from local waterways. Share your poster with the class and discuss it.

Become an

Eco-Canoeist

An Eco-Canoeist is a person who wants to pick up litter from the rivers and lakes to make the water safer for plants, animals, and people.

This work is important because _____

_____.

In our community we need help _____

_____.

What does an Eco-Canoeist need? _____

_____.

How to sign up: _____

_____.

Eco-Canoeists meet _____

_____.

Vocabulary Practice

A. Write the vocabulary word that matches each picture.

bawling

consider

dignity

grit



1. _____

2. _____

3. _____

4. _____

B. Match each vocabulary word with its meaning.

Column A

Column B

5. positively _____

a. for the length of a person's life

6. apology _____

b. statement of regret

7. permanent _____

c. lasting forever

8. lifetime _____

d. absolutely

C. Think about the meaning of each vocabulary word below. Then write an example of each word.

9. Give an example of one of the **principles** that you have.

10. Give an example of something that might last **temporarily**.

11. Give an example of someone or something you **worshipped**.

12. Give an example of a time you were **astounded**.

Write A Letter

Imagine that you are Stan. Write a letter to Mr. Stroheim after your argument in the stock room. Complete the sentences. Be sure to follow the events from the play, but also add your own opinions. Then read your letter aloud to a partner.

Dear Mr. Stroheim,

Today at work, Andrew _____ .

He didn't mean to _____. I know that because

_____ .

You punished Andrew. You said that he _____

_____ .

I know that times are hard now, but _____

_____. I did not think your punishment for

Andrew was fair because _____ .

I felt that I was doing the right thing when I _____

_____. But then you and I had a big

argument, and you punished me. You told me to _____

_____. So I picked up the

_____ and I _____ .

You said that I have no respect for _____ .

But I do have respect. I respect _____

_____ .

Sincerely,

Stan

TIME Best of Buddies

Vocabulary Practice

A. Match each vocabulary word to the correct picture.

a.



b.



c.



d.



1. ____ **volunteers**

2. ____ **community**

3. ____ **employers**

4. ____ **valued**

B. Match each vocabulary word to the correct definition.

5. ____ **talent**

a. people who give paying jobs to other people

6. ____ **opportunities**

b. chances to do something helpful

7. ____ **program**

c. special skill

8. ____ **employers**

d. a plan to solve a problem

C. Read the two sentences under each word. Check the sentence that uses the vocabulary word correctly.

9. **abilities**

☐ My **abilities** kept me from doing anything well.

☐ My sewing **abilities** helped me create a beautiful dress.

10. **community**

☐ Our **community** doesn't have any people in it.

☐ We like to do things with people in our **community**.

11. **opportunities**

☐ You will have a few **opportunities** to show us your beautiful artwork.

☐ He made **opportunities** to fall down the stairs.

12. **program**

☐ She started a **program** to clean up the beach every week.

☐ They saw a **program** to do work that didn't need to be done.

TIME Best of Buddies

Vocabulary Check

A. Circle the picture that best answers each question.

1. Which picture shows something **valued**?



2. Which picture shows someone with **talent**?



B. Complete the following sentences with the correct vocabulary word.

abilities

employers

volunteers

5. Reading and writing are both important _____.

6. People who pay others to work for them are _____.

7. People who don't get paid for helping others are _____.

C. Think about the meaning of the vocabulary word in each sentence. Check the word or phrase that has the same meaning.

8. Shriver started a **program** to help people with mental disabilities.

☐ project

☐ race

☐ college

9. Helping people around you helps your **community**.

☐ branch

☐ neighborhood

☐ job

10. Best Buddies gives people many **opportunities** to make new friends.

☐ ideas

☐ chances

☐ addresses

TIME Best of Buddies

Make a Poster

Make a poster to get volunteers for the Best Buddies program. On the lines below, write information about the program. At the bottom of the poster, draw a picture about Best Buddies. Show your poster to the class and talk about it.

Best Buddies needs _____ **!**

Best Buddies is a program that _____

_____ •

You and your buddy will _____

_____ •

Give a few hours of your time to _____

_____ •

It will be an experience that _____

_____ •

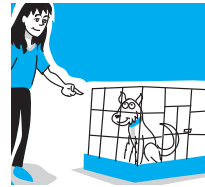
Vocabulary Practice

A. Match each word to the correct picture.

1. **adopt**

2. **hollow**

3. **patiently**



B. Complete each sentence with the correct vocabulary word.

elders

frequently

hollow

vanished

4. Martin cannot find his assignment. It has _____.

5. Sari is _____ late for school.

6. My _____ are wise, so I listen to them.

7. We will cut down the tree because it is _____.

C. Complete each sentence.

8. I try to behave **patiently** when I _____.

9. One person I always **obey** is _____.

10. Someone might **adopt** a _____.

11. One thing worth **pleading** for is _____.

This glossary lists the vocabulary words found in the selections in this book. The definition given is for the word as it is used in the selection; you may wish to consult a dictionary for other meanings of these words. The key below is a guide to the pronunciation symbols used in each entry.

Pronunciation Key					
a	at	ō	hope	ng	sing
ā	ape	ô	fork, all	th	thin
ä	father	oo	wood, put	th	this
e	end	ōō	fool	zh	treasure
ē	me	oi	oil	ə	ago, taken, pencil,
i	it	ou	out		lemon, circus
ī	ice	u	up	'	indicates primary stress
o	hot	ū	use	'	indicates secondary

English

A

abilities (ə bil' ə tēz) *n.* skills, talents, or powers

absorbs (ab sôrbz') *v.* to take in or soak up

access (ak' ses) *n.* permission to use something

accomplish (ə kom' plish) *v.* to do something successfully

achievements (ə chēv' ments) *n.* goals reached through hard work or skill

acquainted (ə kwānt' id) *adj.* familiar with

Espanol

A

abilities/habilidades *s.* destrezas, talentos o capacidades

absorbs/absorber *v.* chupar o empaparse algo con un líquido

access/acceso *s.* permiso para hacer uso de algo

accomplish/lograr *v.* hacer algo exitosamente

achievements/logros *s.* metas alcanzada por medio del trabajo intenso y el talento

acquainted/conocido *adj.* que resulta familiar

adjoining (ə joi' ning) *adj.* located next to

admit (ad mit') *v.* to allow in or include

adopt (ə dopt') *v.* to take for yourself

adventure (ad ven' chər) *n.* a time or trip full of excitement and risk

alert (ə' lurt) *adj.* watchful; quick to respond

amid (ə mid') *prep.* in the middle of

antennae (an ten' ə) *n.* metal rods that comes out of the top of a television set and make a television picture clear

apology (ə pol' ə jē) *n.* an expression of regret

appearance (ə pēr' əns) *n.* the way someone or something looks

appointed (ə point' əd) *v.* named or selected for a position

appreciate (ə pre' shē āt') *v.* value; to be thankful

argue (är' gū) *v.* disagree

astounded (əs tound' id) *v.* surprised

attends (ə tendz') *v.* takes care of

average (av' ər ij) *adj.* normal or usual

awesome (ô' səm) *adj.* great or wonderful

axis (ak' sis) *n.* a straight line which an object turns around

adjoining/contiguo *adj.* que está al lado de algo

admit/admitir *v.* permitir el ingreso o incluir

adopt/adoptar *v.* tomar algo como propio

adventure/aventura *s.* momento o viaje lleno de emoción y riesgo

alert/alerta *adj.* vigilante; listo para reaccionar

amid/entre *prep.* que está en medio de algo

antennae/antena *s.* vara de metal colocada encima de un televisor y que sirve para hacer que la imagen sea más clara

apology/disculpa *s.* petición de perdón; muestra de arrepentimiento

appearance/apariencia *s.* la manera en que alguien o algo se ve

appointed/nombró *v.* mencionó o seleccionó a alguien para ocupar una posición

appreciate/apreciar *v.* valorar algo; estar agradecido

argue/discutir *v.* entrar en desacuerdo

astounded/asombrado *adj.* sorprendido

attends/atiende *v.* se ocupa de algo o alguien

average/promedio *adj.* normal o usual

awesome/impresionante *adj.* extraordinario o maravilloso

axis/eje *s.* línea recta en torno a la cual gira un objeto

B

barren (bar' ən) *adj.* with little or no plant life

bases (ba' səz) *n.* the four corners of a baseball field

bawling (bôl' ing) *v.* crying loudly

bellowed (bel'ôd) *v.* to make a loud, deep sound

benefit (ben' ə fit) *n.* a good outcome

blouse (blous) *n.* a loose-fitting shirt for women and children

boost (bōost) *n.* something that suddenly helps or advances a person or thing

bored (bôrd) *adj.* not interested

brief (brēf) *adj.* short

brutal (brōot' əl) *adj.* violent and without human feeling

C

canoe (kə nōō') *n.* a light narrow boat, moved by paddling

capsized (kap' sīzd) *v.* caused to turn over

career (kə rēr') *n.* the type of a job a person trains and studies for

cast (kast) *v.* to throw

catastrophe (kə tas' trə fē') *n.* an event that is very bad for someone or something

B

barren/árido *adj.* terreno donde casi no hay plantas

bases/bases *s.* las cuatro esquinas de un campo de béisbol

bawling/chillar *v.* llorar ruidosamente

bellowed/rugir *v.* emitir un sonido profundo y bullicioso

benefit/beneficio *s.* un efecto positivo o bueno

blouse/blusa *s.* camisa suelta para mujeres y niños

boost/impulso *s.* algo que repentinamente ayuda o hace que una persona o cosa avance

bored/aburrido *adj.* que no siente interés

brief/breve *adj.* corto

brutal/brutal *adj.* violento y sin sentimiento humano

C

canoe/canoa *s.* bote ligero y angosto que se mueve por medio de remos

capsized/volcó *v.* hizo que algo se voltee totalmente

career/carrera *s.* profesión u ocupación para la cual una persona se entrena y estudia

cast/lanzar *v.* tirar algo

catastrophe/catástrofe *s.* un acontecimiento muy negativo para alguien o algo

catastrophe (kə tas' trə fē') *n.* a huge, terrible event

celebrate (sel' ə brāt') *v.* to do something special in honor of certain person or event

celebrity (sə leb' rə tē) *n.* a famous person

ceremonial (ser' ə mō' nē əl) *adj.* formal and linked to special occasions

chain (chān) *n.* rings of metal connected together

chaos (kā' os) *n.* total confusion and disorder

clearing (klēr' ing) *n.* land with no trees or grass

coincidence (kō in' si dəns) *n.* unrelated events that seem to be connected

commercials (kə mur' shəls) *n.* advertisements

communicated (kə myū' ni kāt' ed) *v.* shared thoughts with another person

community (kə mū' nə tē) *n.* a place where people live and interact

compete (kəm pēt') *v.* to play against each other, as in a game or contest

compete (kəm pēt') *v.* to try to win a contest against others

computers (kəm pū' tərz) *n.* machines that people use for getting, storing, presenting, and sending information

conscious (kon' shəs) *adj.* done with purpose; intentional

catastrophe/catástrofe *s.* acontecimiento enorme y terrible

celebrate/celebrar *v.* realizar algo especial en honor de cierta persona o acontecimiento

celebrity/celebridad *s.* persona famosa

ceremonial/ceremonial *adj.* algo oficial y asociado a situaciones especiales

chain/cadena *s.* aros de metal conectados entre sí

chaos/caos *s.* confusión total y desorden

clearing/claro *s.* porción de tierra sin árboles ni pasto

coincidence/coincidencia *s.* hechos que no tienen relación y que parecen conectados

commercials/comerciales *s.* anuncios publicitarios

communicated/comunicó *v.* compartió ideas con otra persona

community/comunidad *s.* lugar donde la gente vive e interactúa

compete/competir *v.* jugar el uno contra el otro, como en juegos o concursos

compete/competir *v.* tratar de ganar una competencia contra otros

computers/computadoras *s.* máquinas que las personas usan para obtener, almacenar, presentar y mandar información

conscious/conciente *adj.* hecho con un objetivo; intencional

consider (kən sid' ə) *v.* to think about carefully

convince (kən vins') *v.* make someone believe

coping (kō' ping) *v.* dealing with something difficult

courage (kur' ij) *n.* bravery

coyote (kī ō' tē) *n.* a wild animal that is like a wolf

crouching (krouch' ing) *v.* bending down close to the ground

cruel (kroo' əl') *adj.* ready to cause pain or suffering

cyclone (sī klōn) *n.* a bad storm with winds that move in a circle, like a tornado

D

dangerous (dān' jər əs) *adj.* able to cause injury or harm

decade (dek' ād) *n.* period of ten years

decorate (dek' ə rāt') *v.* to make something more beautiful

dedication (ded' ə kā' shən) *n.* agreement or pledge to a person or purpose

defenders (di fend' ərz) *n.* the people on a sports team who stop the other team from scoring points

defiance (di fī' əns) *n.* refusal to obey

delight (di līt') *n.* joy; happiness

consider/considerar *v.* pensar algo con cuidado

convince/convencer *v.* hacer que alguien nos crea

coping/arreglárselas *v.* enfrentar alguna dificultad

courage/coraje *s.* valentía

coyote/coyote *s.* animal salvaje que se parece al lobo

crouching/agazaparse *v.* agacharse, encoger el cuerpo contra el suelo

cruel/cruel *adj.* dispuesto a causar dolor o sufrimiento

cyclone/ciclón *s.* tormenta grande con vientos que se mueven en círculo, como un tornado

D

dangerous/peligroso *adj.* capaz de causar daño o perjuicio

decade/década *s.* período de diez años

decorate/decorar *v.* hacer que algo sea más bello

dedication/dedicación *s.* entrega; compromiso de servir a una persona o a un propósito

defenders/defensores *s.* integrantes de un equipo deportivo que se encargan de impedir que el equipo contrario anote puntos

defiance/resistencia *s.* negativa a obedecer

delight/deleite *s.* alegría; felicidad

delivery (di liv' ə r ē) *n.* the act of sending something to someone

denounced (di nouns'd') *v.* spoke strongly against

depression (di presh' ən) *n.* a period of time when many people are out of work and wages are low

descendants (di sen' dənts) *n.* the people who come after a person in life, such as children and grandchildren

desolate (des' ə lit) *adj.* empty; without people

dial (dī' ə l) *n.* a wheel-like part on some radios and TVs that changes the station or channel

dignity (dig' nə tē) *n.* honor

discarded (dis kărd' əd) *adj.* thrown away

disrespectful (dis re' spekt' fəl) *adj.* rude; not polite

distance (dis' təns) *n.* space between things

distinguished (dis ting' gwisht) *adj.* someone or something that deserves respect

division (di vizh' ən) *n.* the instance of being divided or separated in opinion; disagreement

documentation (dok' yə mən tā' shən) *n.* written proof

drawbacks (drô' baks) *n.* weaknesses or bad points

duty (dōō' tē) *n.* something you have to do

delivery/reparto *s.* acción de enviar o entregar algo a alguien

denounced/denunció *v.* opinó con energía en contra de algo

depression/depresión *s.* período de tiempo en que mucha gente no tiene trabajo y los salarios son bajos

descendants/descendientes *s.* gente que sucede a una persona en la vida, como los hijos y los nietos

desolate/desolado *adj.* vacío; que no tiene gente

dial/dial *s.* dispositivo circular que algunos radios y televisores tienen para señalar estaciones o canales

dignity/dignidad *s.* honor; cualidad de quien se porta honradamente y se hace respetar

discarded/descartado *adj.* hecho a un lado; apartado o arrojado

disrespectful/irrespetuoso *adj.* tosco; que no tiene amabilidad o cortesía

distance/distancia *s.* el espacio que hay entre las cosas

distinguished/distinguido *adj.* alguien o algo que merece respeto

division/división *s.* situación que se da cuando hay diferencia de opiniones; desacuerdo

documentation/documentación *s.* prueba escrita

drawbacks/desventajas *s.* debilidades o puntos débiles

duty/deber *s.* algo que uno está obligado a hacer

E

ease (ēz) *n.* freedom from hard work or worry

economic (ek' ə nom' ik) *adj.* relating to money matters

effective (i fek' tiv) *adj.* able to make something happen

elders (el' dərz) *n.* people who are older

employer (em ploi' er) *n.* the person you work for

employers (em ploi' ərz) *n.* people who give jobs that that pay to others

endured (en doord') *v.* suffered or lived with something difficult for a long time with strength and patience

enthusiasts (en thōō' zē asts) *n.* people who are very interested in something

equal (ēk' wəl) *adj.* the same as something else in a certain way

essential (i sen' shəl) *adj.* basic; fundamental

etiquette (et' i ket) *n.* rules of polite behavior

evidently (ev' ə dənt lē) *adv.* clearly; seems likely

exclude (iks klōōd') *v.* to leave out or keep out

exercises (ek' ər sīz' əz) *n.* ways of moving that help a person strengthen his or her muscles

expanding (iks pand' ing) *v.* making larger

E

ease/relajamiento *s.* comodidad que se da cuando uno se libera del trabajo duro y las preocupaciones

economic/económico *adj.* relacionado con asuntos de dinero

effective/efectivo *adj.* capaz de lograr que algo ocurra

elders/mayores *s.* personas de más edad

employer/empleador *s.* la persona para quien uno trabaja

employers/empleadores *s.* gente que ofrece trabajos pagados a otras personas

endured/soportó *v.* sufrió o vivió una experiencia difícil por mucho tiempo, mostrando fuerza y paciencia

enthusiasts/entusiastas *s.* personas que tienen mucho interés en algo

equal/igual *adj.* lo mismo que otra cosa en cierta manera

essential/esencial *adj.* básico; fundamental

etiquette/etiqueta *s.* reglas del comportamiento cortés

evidently/evidentemente *adv.* claramente; que parece probable

exclude/excluir *v.* sacar o mantener fuera a alguien o algo

exercises/ejercicios *s.* movimientos corporales que ayudan a que una persona fortalezca sus músculos

expanding/expandir *v.* hacer que algo crezca

expensive (iks pen' siv) *adj.* costing a lot of money

extraordinary (iks trô' dâ ner' ē) *adj.* going beyond the usual or regular

F

factor (fak' tər) *n.* one of several things that causes something

faith (fāth) *n.* strong belief or trust in someone or something

faithful (fāth' fəl) *adj.* loyal

feat (fēt) *n.* showing great skill or strength

fleet (flēt) *n.* a group of boats, trucks or planes led by a single person

floundering (floun' dər ing) *v.* moving in a clumsy way

flunk (flungk) *v.* fail; get an "F" grade

forlorn (fôr lôrn') *adj.* lonely; hopeless

fortune (fôr' chən) *n.* luck

freedom (frē' dām) *n.* the power to do anything you want to do

frenzied (fren' zēd) *adj.* full of emotion or excitement

frequently (frē' kwənt lē) *adv.* many times; again and again

friendship (frend' ship') *n.* the state of being friends

friendship (frend' ship') *n.* the state of being friends

expensive/caro *adj.* que cuesta mucho dinero

extraordinary/extraordinario *adj.* que está más allá de lo usual o lo común

F

factor/factor *s.* una de las muchas cosas que causan algo

faith/fe *s.* creencia muy fuerte; confianza que se tiene en algo o alguien

faithful/leal *adj.* fiel

feat/hazaña *s.* acción muy dificultosa en la cual se muestra gran habilidad y fuerza

fleet/flota *s.* conjunto de barcos, camiones o aviones bajo el mando de una misma persona

floundering/tambalearse *v.* moverse de manera torpe, perdiendo el equilibrio

flunk/reprobar *v.* fracasar; obtener como calificación una "F"

forlorn/triste *adj.* infeliz; solitario; sin esperanzas

fortune/fortuna *s.* suerte

freedom/libertad *s.* poder de hacer lo que uno desea

frenzied/frenético *adj.* lleno de emoción o excitación

frequently/frecuentemente *adv.* muchas veces; una y otra vez

friendship/amistad *s.* lazo de confianza y afecto que une a los amigos

friendship/amistad *s.* lazo de confianza y afecto que une a los amigos

frighten (frīt ' ən) *v.* to make afraid

frowns (frounz) *v.* looks unhappy or displeased

G

galloping (gal' əp ɪŋ) *v.* running very fast

greed (grēd) *n.* the selfish wish for more than you need

grit (grɪt) *v.* to grind or grate

H

harsh (härsh) *adj.* unpleasant in action

hauling (hôi' ɪŋ) *v.* moving something from one place to another

heroism (her' ō ɪz' əm) *n.* the state of being a hero

hiking (hīk' ɪŋ) *n.* walking for pleasure or exercise

hollow (hol' ō) *adj.* empty on the inside

honorable (on' ə ɹ ə bəl) *adj.* has knowledge of what is right and proper

hostile (host' əl) *adj.* something harsh or unpleasant

humidity (hū mid' ə tē) *n.* dampness, especially in the air

frighten/asustar *v.* hacer que se sienta miedo

frowns/frunce *el ceño v.* pone cara de disgusto; aparenta estar descontento

G

galloping/galopar *v.* correr muy rápido

greed/codicia *s.* el deseo egoísta de tener más de lo que uno necesita

grit/apretar (*los dientes*) *v.* juntar los dientes hasta hacerlos rechinar

H

harsh/duro *adj.* muy severo; poco agradable en el trato

hauling/transportar *v.* mover algo de un lugar a otro

heroism/heroísmo *s.* cualidades propias del héroe

hiking/caminata *s.* paseo a pie que se hace por placer o ejercicio

hollow/hueco *adj.* que está vacío por dentro

honorable/honrado *adj.* persona que actúa de manera correcta y adecuada

hostile/hostil *adj.* algo áspero o desagradable

humidity/humedad *s.* presencia de vapor húmedo, especialmente en el aire

I

identification (ī den' tə fi kă' shən) *n.* something that shows you are who you say you are

imagination (i maj' ə nă' shən) *n.* the power to create pictures in your mind

imagine (i maj' in) *v.* to form a picture in the mind

incomprehensible (in' kom pri hen' sə bəl) *adj.* impossible to understand

indifference (in dif' ə r əns) *n.* lack of interest or concern

indignantly (in dig' nənt lē) *adv.* in a way that shows noble anger

industrious (in dus' trē əs) *adj.* hard-working

inferior (in fer' ē ə r) *adj.* not as good as something else

inhabited (in hab' it id) *adj.* lived in or on

inhabited (in hab' it ed) *v.* lived in a place

insult (in' sult') *n.* a rude or mean act or comment

intently (in tent' lē) *adv.* with close attention

interior (in tēr' ē ə r) *n.* the inside of something

interrupt (in' tər rupt') *v.* to stop

J

journey (jur' nē) *n.* a trip from one place to another

I

identification/identificación *s.* algo que demuestra que uno es quien dice ser

imagination/imaginación *s.* capacidad de crear imágenes en la mente

imagine/imaginar *v.* crear una imagen en la mente

incomprehensible/incomprensible *adj.* que no se puede entender o comprender

indifference/indiferencia *s.* falta de interés o preocupación

indignantly/con indignación *adv.* de manera que muestra un gran enojo

industrious/industrioso *adj.* que trabaja mucho

inferior/inferior *adj.* que no es tan bueno en comparación con otra cosa

inhabited/habitado *adj.* se dice del lugar que está poblado

inhabited/habité *v.* vivió en cierto lugar

insult/insulto *s.* acción o comentario grosero o hiriente

intently/atentamente *adv.* con mucha atención y cuidado

interior/interior *s.* la parte interna de algo

interrupt/interrumpir *v.* detener

J

journey/viaje *s.* traslado de un lugar a otro

journey (jur' nē) *n.* the act of traveling; a trip

K

knobs (nobz) *n.* small round handles

L

lamented (lə ment' id) *v.* showed sadness

lavishly (lav' ish lē) *adv.* with more than the needed amount

laws (lôz) *n.* rules that people must obey

lifetime (līf' tīm') *adj.* for the length of a person's life

lightning (līt' ning) *n.* strong electrical charge that comes out of the sky, usually during a storm

local (lō' kēl) *adj.* nearby; located near or associated with a certain place

loom (lōōm) *n.* a machine for making cloth from thread or yarn

loyalty (loi' əl tē) *n.* devotion or duty to someone or something

luggage (lug' ij) *n.* bags, boxes, or suitcases used to carry things

M

maiden (mā' dən) *n.* an unmarried woman or young girl

malice (mal' is) *n.* a desire to cause pain

melody (mel' ə dē) *n.* a tune

journey/viaje *s.* acción de viajar

K

knobs/botones *s.* pequeñas piezas circulares que son manipulables

L

lamented/lamentó *v.* mostró tristeza

lavishly/lujosamente *adv.* con más de lo necesario

laws/leyes *s.* conjunto de reglas que la gente debe obedecer

lifetime/vida *adj.* tiempo que dura toda la vida de una persona

lightning/rayo *s.* carga eléctrica fuerte que cae del cielo, usualmente durante una tormenta

local/local *adj.* cercano o vinculado a un determinado lugar

loom/telar *s.* máquina para fabricar tela de hilo

loyalty/lealtad *s.* sentimiento de fidelidad hacia una persona o algo

luggage/equipaje *s.* bolsas, cajas o maletas que se emplean para llevar cosas

M

maiden/doncella *s.* una mujer soltera o una chica joven

malice/malicia *s.* deseo de causar dolor

melody/melodía *s.* composición musical

menace (men' is) *n.* someone or something that could do harm

moisture (mois' chər) *n.* very small drops of water in the air

mortal (môrt' əl) *adj.* sure to die; human

motions (mo' shənz) *n.* movements that someone or something makes

N

neighbor (nā' bər) *n.* a person who lives next door or nearby

newcomers (nōō' kum' ərz) *n.* people who have arrived recently

nightmare (nīt' mār') *n.* bad dream

noble (nō' bəl) *adj.* having good qualities

O

obey (ō bā') *v.* to follow orders

obscure (əb skyoor') *adj.* not well known

obstinacy (ob' stə nə sē) *n.* state of not giving in to argument; stubbornness

occasion (ə kā' zhən) *n.* an event

opportunities (op' ə tōō' nə tēz) *n.* times or chances to do something useful or helpful

opposition (op' ə zish' ən) *n.* the other team

P

paralyzed (par' ə līzd) *adj.* not able to move

menace/amenaza *s.* alguien o algo que puede causar daño

moisture/humedad *s.* gotas muy pequeñas de agua en el aire

mortal/mortal *adj.* que ha de morir; humano

motions/moción *s.* movimiento que alguien o algo realiza

N

neighbor/vecino *s.* persona que vive en la casa del costado o cerca

newcomers/recién llegados *s.* personas que han llegado a un lugar recientemente

nightmare/pesadilla *s.* mal sueño

noble/noble *adj.* que tiene buenas cualidades

O

obey/obedecer *v.* cumplir órdenes

obscure/oscurο *adj.* que no es bien conocido

obstinacy/obstinación *s.* estado en el cual no se aceptan razones; terquedad

occasion/ocasión *s.* un acontecimiento

opportunities/oportunidad *s.* momento ideal para hacer algo útil o valioso

opposition/oponente *s.* el equipo contrario

P

paralyzed/paralizado *adj.* que ha perdido la capacidad de moverse

parched (pärcht) *adj.* dried up from too much heat

patience (pā' shəns) *n.* the ability to wait for a long time

patiently (pā' shənt lē) *adv.* calmly or without complaint

pattern (pa tər'n) *n.* artistic shapes or forms

patterns (pat' ərnz) *n.* ways in which something happens the same way over and over

peace (pēs) *n.* calm or quiet state

peers (pērz) *v.* looks hard and closely at something

perfect (pur' fikt) *adj.* right or good in every way

permanent (pur' mə nənt) *adj.* lasting forever

pleading (plē' ding) *v.* asking for something that is important to you; begging

plug (plæg) *n.* the plastic piece on the end of an electrical cord that goes into the wall outlet

plump (plump) *adj.* chubby or fat

politics (pol' ə tiks) *n.* things people do to gain and use government power

portrayed (pôr trād') *v.* showed or pictured

position (pə zish' ən) *n.* proper place or role

parched/reseco *adj.* completamente seco a causa del calor

patience/paciencia *s.* capacidad para esperar por mucho tiempo

patiently/pacientemente *adv.* calmadamente o sin quejarse

pattern/diseño *s.* forma o silueta artística

patterns/patrones *s.* formas en que algo ocurre de la misma manera una y otra vez

peace/paz *s.* estado de calma o quietud

peers/escudriña *v.* mira algo con mucha atención e insistencia

perfect/perfecto *adj.* algo bueno desde todo punto de vista

permanent/permanente *adj.* que dura por siempre

pleading/suplicar *v.* pedir insistentemente algo que es muy importante para uno; rogar

plug/enchufe *s.* pieza plástica al final de una cuerda eléctrica, que encaja en la toma de corriente de la pared

plump/relleno *adj.* regordete o gordo

politics/política *s.* actividad que la gente desarrolla con el fin de obtener y hacer uso del poder gubernamental

portrayed/retrató *v.* dibujó, pintó, mostró

position/posición *s.* lugar que ocupa una persona o cosa

positively (poz' ə tiv lē) *adv.* absolutely; for sure

pounds (poundz) *n.* a unit in mass and weight

pranced (pransd) *v.* walked or ran with very high steps

precious (presh' əs) *adj.* rare and valuable

precious (presh' əs) *adj.* having a high price or value

prevail (pri vāl') *v.* to win

primary (prī mer' ē) *adj.* first or most important

primary (prī mer' ē) *adj.* most important

principles (prin' sə pəls) *n.* personal rules of right and wrong

privileged (priv' ə lijd) *adj.* with more choices or rights than other people

privileged (priv' ə lijd) *adj.* having a right or advantage

privileges (priv' ə lij əz) *n.* benefits or special rights

proclaimed (prə klāmd') *v.* announced officially; stated publicly

profit (prof' it) *n.* money that a business makes and keeps

program (prō' gram) *n.* a plan to solve a problem

prominent (prom' ə nənt) *adj.* well-known or important

positively/con seguridad *adv.* que va a cumplirse de todos modos; definitivamente

pounds/libra *s.* unidad de masa y peso

pranced/saltó *v.* caminó o corrió con pasos muy altos

precious/precioso *adj.* raro y de mucho valor

precious/precioso *adj.* que tiene un precio o un valor alto

prevail/prevalecer *v.* imponerse, ganar

primary/primario *adj.* lo que viene primero o lo más importante

primary/primario *adj.* lo más importante

principles/principios *s.* ideas o reglas personales que se tienen sobre lo que está bien o lo que está mal

privileged/privilegiado *adj.* que tiene más oportunidades o derechos que otra gente

privileged/privilegiado *adj.* que goza de un derecho o una ventaja

privileges/privilegios *s.* beneficios o derechos especiales

proclaimed/proclamó *v.* anunció oficialmente; declaró públicamente

profit/ganancia *s.* dinero que un negocio gana y guarda

program/programa *s.* plan general para resolver un problema

prominent/prominente *adj.* bastante conocido o importante

prosperity (pros per' ə tē) *n.* having success, wealth, or good luck

protective (prə tek' tiv) *adj.* something that keeps someone safe from harm

Q

qualities (kwol' ə tēz) *n.* a person's characteristics or basic nature

R

raw (rô) *adj.* food that is not cooked

reared (rērd) *v.* raised

rebel (ri bel') *v.* to fight against someone in control

recognition (rek əg nish' ən) *n.* appreciation shown for an achievement, service, or merit

recovered (ri kuv' ərd) *v.* gained something back, especially health

recycling (rē sī' kəl ing) *v.* to process materials in order to reuse them

reduce (ri dōōs') *v.* to make smaller in amount or size

reference (ref' ər əns) *adj.* used for information

region (re' jən) *n.* a part of the Earth's surface

relish (rel' ish) *v.* to enjoy something

reputation (rep' yə tā' shən) *n.* public opinion of something or someone

resist (ri zist') *v.* to act against or oppose

prosperity/prosperidad *s.* éxito, riqueza, buena suerte

protective/protector *adj.* algo que impide que uno sufra daños

Q

qualities/cualidades *s.* características o naturaleza básica de una persona

R

raw/crudo *adj.* alimento que no está cocido

reared/crió *v.* cuidó y educó

rebel/rebelar *v.* luchar contra alguien que tiene el poder o el control

recognition/reconocimiento *s.* aprecio que se muestra por un logro, un servicio o un mérito

recovered/recobró *v.* recuperó algo, especialmente la salud

recycling/reciclar *v.* procesar materiales con el objetivo de usarlos nuevamente

reduce/reducir *v.* empequeñecer la cantidad o el tamaño de algo

reference/de consulta *adj.* que se usa para obtener información

region/región *s.* una parte de la superficie de la Tierra

relish/disfrutar *v.* gozar, sentir placer por algo

reputation/reputación *s.* opinión pública que se tiene de algo o alguien

resist/resistir *v.* actuar en contra u oponerse a algo

responsible (ri spon' sə bəl) *adj.* able to do what is necessary

revealed (ri vēld') *v.* made known or shown clearly

revolting (ri vōl' ting) *adj.* disgusting

reward (ri wōrd') *v.* to give something in return for doing a deed

ridiculous (ri dik' yə ləs) *adj.* silly, easy to laugh at

rivaling (rī' vəl ing) *v.* trying to be almost as good as; competing with

S

sacrificed (sak'rə fīsd') *v.* gave up, usually for something else

satisfied (sat'is fīd) *adj.* happy or content

scarce (skārs) *adj.* hard to find

scorched (skôrçhd) *v.* dried up or burned

scorn (skôrn) *v.* to think of as low class or not wanted

scrawny (skrô' nē) *adj.* very thin or small

scream (skrēm) *n.* a sudden, sharp, loud cry

selfish (sel' fish) *adj.* concerned only about oneself

separates (sep'ə rāts) *v.* keeps things apart

responsible/responsable *adj.* capaz de hacer lo que sea necesario

revelead/reveló *v.* dio a conocer; mostró algo claramente

revolting/repugnante *adj.* asqueroso

reward/recompensar *v.* dar algo como premio por una tarea cumplida

ridiculous/ridículo *adj.* tonto, que causa risa fácilmente

rivaling/rivalizar *v.* cuando uno trata de ser tan bueno como otro en cierta actividad; competir

S

sacrificed/sacrificar *v.* renunciar a algo, usualmente en provecho de otra cosa

satisfied/satisfecho *adj.* feliz o contento

scarce/escaso *adj.* difícil de encontrar

scorched/requemar *v.* secar por completo o quemar

scorn/menospreciar *v.* pensar que algo es de poco valor o indeseable

scrawny/flaco *adj.* muy delgado o reducido

scream/chillido *s.* grito inesperado, fuerte y agudo

selfish/egoísta *adj.* que se preocupa sólo de sí mismo

separates/separa *v.* mantiene las cosas apartadas unas de otras

shadows (shad' ōz) *n.* darkness with shapes, created when something is blocking light

shaft (shaft) *n.* tunnel

signature (sig' nə chər) *n.* the name of a person written by that person

skimming (skim' ing) *v.* moving lightly over the surface

sleek (slēk) *adj.* having a healthy appearance

slums (slumz) *n.* areas of poverty in cities

snare (snār) *v.* to catch, like in a trap

solar (so' lər) *adj.* something that uses the sun for power

spare (spār) *v.* give up or give away

spectacle (spek' tə kəl) *n.* a dramatic or memorable sight

spectators (spek' tā tərz) *n.* people watching

spout (spout) *n.* a tube or pipe that liquid comes out of

spring (spring) *v.* jump

squinting (skwint' ing) *v.* looking at something with your eyes partly closed

starve (stärv) *v.* to not eat for a long time

sticky (stik' ē) *adj.* covered with or having the properties of glue

strange (strānj) *adj.* unusual, odd

shadows/sombras *s.* siluetas oscuras que se forman cuando algo bloquea la luz

shaft/pozo *s.* especie de túnel

signature/firma *s.* nombre de una persona escrito por ella misma

skimming/rozar *v.* moverse tocando apenas la superficie de algo

sleek/lozano *adj.* que tiene una apariencia saludable

slums/barriadas *s.* zonas de pobreza en las ciudades

snare/atrapar *v.* apresar, como cuando se usa una trampa

solar/solar *adj.* se dice de algo que usa al sol como fuente de energía

spare/proveer *v.* dar o regalar

spectacle/espectáculo *s.* una representación dramática o memorable

spectators/espectadores *s.* personas que miran algo

spout/surtidor *s.* tubo o canal por el cual sale un líquido

spring/brincar *v.* saltar

squinting/entrecerrar (*los ojos*) *v.* ver algo con los ojos parcialmente cerrados

starve/pasar hambre *v.* no comer por mucho tiempo

sticky/pegajoso *adj.* cubierto de goma o que tiene las propiedades de ésta

strange/extraño *adj.* inusual, poco común

strangers (strān' jərz) *n.* people or things you do not know

strive (strīv) *v.* try hard

strummed (strumd) *v.* to play a musical instrument that has strings

stubborn (stub' ərn) *adj.* refusing to change your opinion or action

stumbles (stum' bəlz) *v.* walks in an unsteady way

survives (sər vīvz') *v.* continues to live, especially after something dangerous has happened

suspicion (sə spish' ən) *n.* a feeling that something is true

sway (swā) *v.* move slowly back and forth

swerve (swurv) *v.* turn aside quickly

T

talent (tal' ənt) *n.* special skill

temporarily (tem' pə rer' ə lē) *adv.* for a short time

thaw (thô) *v.* to melt

thicket (thik' it) *n.* land filled with bushes and trees

tilt (tilt) *n.* a slope or slant

toppled (top' əld) *v.* fell forward or tumbled over

tortured (tôr' chərd) *v.* hurt badly on purpose

strangers/extraños *s.* personas o cosas que uno no conoce

strive/esforzar *v.* tratar de hacer algo con muchas ganas

strummed/rasguear *v.* tocar un instrumento musical que tiene cuerdas

stubborn/terco *adj.* que se niega a cambiar su opinión o su modo de actuar

stumbles/tropieza *v.* avanza con paso inseguro

survives/sobrevive *v.* continúa viviendo, especialmente después que algo peligroso ha ocurrido

suspicion/sospecha *s.* sentimiento de que algo puede ser cierto

sway/oscilar *v.* mover lentamente de un lado a otro

swerve/virar *v.* desviarse o cambiar de dirección rápidamente

T

talent/talento *s.* habilidad especial

temporarily/temporalmente *adv.* por un tiempo corto

thaw/descongelar *v.* derretir

thicket/matorral *s.* terreno lleno de arbustos y árboles

tilt/inclinación *s.* una cuesta o una pendiente

toppled/cayó *v.* se derrumbó o se vino abajo

tortured/torturó *v.* causó mucho daño a propósito

tragedy (traɪ' ə dē) *n.* a sad and terrible event

traitors (tra' tərz) *n.* pl. people who are not loyal

transfer (trans' fər) *v.* to move something from one place to another

transported (trans pōrt' əd) *v.* moved from one place to another

treacherous (trech' ər əs) *adj.* not loyal

treasure (trezh' ər) *v.* care about; value

triumph (trī' umf) *v.* to win

trot (trot) *n.* a fast walk

trust (trust) *v.* to believe that something or someone is honest

tyrant (tī' rənt) *n.* a ruler who uses his or her power unfairly

U

ungrateful (un grāt' fəl) *adj.* not thankful

uniquely (ū nēk' lē) *adv.* in a certain and special way

unjust (un just') *adj.* not fair

untamed (un tām'd') *adj.* wild

V

valued (val' ūd) *adj.* prized or respected

vanished (van' ish'd) *v.* went out of sight; disappeared

tragedy/tragedia *s.* acontecimiento triste y terrible

traitors/traidores *s.* persona que no es fiel

transfer/transferir *v.* mover algo de un lugar a otro

transported/transportó *v.* movió algo de un lugar a otro

treacherous/traicionero *adj.* que no es fiel

treasure/valorar *v.* apreciar; dar mucho valor a algo

triumph/triunfar *v.* ganar

trot/trote *s.* una caminata rápida

trust/confiar *v.* creer que algo es verdad o que alguien es honesto

tyrant/tirano *s.* gobernante que usa su poder de manera injusta y abusiva

U

ungrateful/desagradecido *adj.* que no da las gracias

uniquely/excepcionalmente *adv.* de una manera muy específica y especial

unjust/injusto *adj.* algo que no es justo

untamed/indomado *adj.* salvaje

V

valued/valorado *adj.* estimado o respetado

vanished/desapareció *v.* se perdió de vista; se esfumó

vehicles (vē' ə kəlz) *n.* things that move people from one place to another

violation (vī' ə lā' shən) *n.* a breaking of a rule

volunteers (vol' ən tērz') *n.* people who give their time doing something for which they do not get paid

voted (vōt' əd) *v.* made a choice in an election or other decision

W

web (web) *n.* threads created and linked together by spiders

weird (wērd) *adj.* strange; unnatural

worshipped (wur' shipt) *v.* adored or idolized

wrap (rap) *v.* to fold around and cover completely

wreckage (rek' ij) *n.* remains of anything that has been destroyed

Y

yearning (yur' ning) *n.* a strong desire for something

vehicles/vehículos *s.* cosas que transportan gente de un lugar a otro

violation/violación *s.* rompimiento de una ley o una regla

volunteers/voluntarios *s.* gente que ofrece su tiempo para hacer algo por lo cual no recibirán ningún pago

voted/votó *v.* escogió una alternativa en una elección o al tomar una decisión

W

web/telaraña *s.* conjunto de hilos creados y conectados por arañas

weird/raro *adj.* extraño; que no es normal

worshipped/idolstrar *v.* adorar o convertir a alguien en ídolo

wrap/envolver *v.* rodear algo hasta cubrirlo por completo

wreckage/escombros *s.* restos de algo que ha sido destruido

Y

yearning/anhelo *s.* deseo muy fuerte de algo

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Illustration Dave Lowe; Scott Rolf.

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